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The feasibility of an educational park for a school district in Arkansas is examined. A brief introduction defines the educational park idea and sketches its background. Advantages and disadvantages are cited as are the evaluative criteria employed. The research design and its results are stated, and the phases of the proposed development including the organizational structure and curriculum, regional services, and involvement of other community agencies are discussed. An extensive bibliography is included. (FPO)

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Appendix E: FEASIBILITY STUDY OF AN EDUCATIONAL PLAZA FOR THE MAGNOLIA SCHOOL DISTRICT

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Appendix E: FEASIBILITY STUDY OF AN EDUCATIONAL PLAZA FOR THE MAGNOLIA SCHOOL DISTRICT

A Report of Planning Grant Submitted by
Magnolia School District No. 14
P. O. Box 649
Magnolia, Arkansas 71753

Submitted to the
United States Office of Education
Under Title III of the Elementary and Secondary
Education Act of 1965, Revised

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INTRODUCTION

Definition of Educational Plaza or Park

The "Educational Plaza" or "Educational Park" has been defined in many different ways. Many feel that a large high school or combined elementary schools located on one site constitute a plaza or park. Others think of the educational plaza in terms of a concept. This concept envisions the plaza as a geographical area (locally or regionally) in which all individual schools would be linked together by common educational services and programs. These services and programs might be implemented by the extensive use of new technology, communications media, mobile facilities, and the sharing of personnel. In effect, each school would be a part of one large school or educational center. This concept is proposed by Dr. Carmichael of the Appalachia Educational Laboratory.[1] However, a more common definition is as follows: "An Educational Park is a clustering on one site of large groups of students of wide age differences and varying socio-economic-ethnic and religious backgrounds."[2]

Historical Development and Emerging Trends

The educational park is not a new idea. As early as the turn of the century, Preston Search proposed a "school park" for the city of Los Angeles, California. He proposed a 200-acre site which would house the entire school population of Los Angeles in separate but related buildings.[3] In 1928, Rodburn, New Jersey, a community of 25,000, provided for a small-scale variation of the education park by combining recreational space with new school construction.[4] Forms of educational parks were proposed in Detroit in the 1930's and in New Orleans in 1950. A recent and more successful park endeavor is the "Nova Complex" in Fort Lauderdale, Florida in which elementary schools, a junior-senior high school, a junior college, a private graduate university, and a regional media center are all located on one site. Acton, Massachusetts has an educational park in operation with all public school children attending schools located on one site. Acton plans to add kindergarten and junior college facilities to their park.

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[1] Carmichael, Benjamin E., "Educational Parks: Appalachian Style," Building for Quality Education--The Educational Park Concept, Conference Report, Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee, 1967.

[2] Leu, Donald J., Planning Educational Facilities, New York: The Center for Applied Research in Education, 1965.

Max Wolff has made a recent survey to determine current development plans concerning the educational park.[5] He found that 85 cities in the country, including two in Puerto Rico, were undertaking some type of educational park development. Tables 1 and 2, as presented by Wolff, indicate that a large number of metropolitan, suburban, and rural school districts are currently considering and/or developing educational parks. The bibliography at the end of this report includes more specific information about the location and the programs of emerging educational parks.

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[3] Search, Preston, The Ideal School or Looking Forward, New York: Appleton, 1901, p. 76.

[4] "Model Town to Rise in Jersey to Meet Needs of Motor Age," The New York Times, January 25, 1928, pp. 1 and 13.

[5] Wolff, Max, Educational Park Development in the United States, 1967, A Survey of Current Development Plans, New York: The Center for Urban Education, 1967.

Table 1: RESPONSES OF SUPERINTENDENTS OF SCHOOLS BY REGION OF U. S.

		Status of Educational Park Development					
Region	Number of responses	Total with some development	Operating or under construc.	In planning	Under active consider.	No pro- posal	Incom- plete response
All regions	378	54	14	10	30	300	24
West[1]	98	13	2	2	9	80	5
Midwest[2]	120	12	6	2	4	103	5
South[3]	54	7	1	1	5	44	3
East[4]	106	22	5	5	12	73	11

[1] Includes the states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Washington, and Wyoming.

[2] Includes the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin.

[3] Includes the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

[4] Includes the states of Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and the District of Columbia.

Table 2: RESPONSES OF SUPERINTENDENTS OF SCHOOLS BY SIZE OF CITY

Population of city*	Number of responses	Total with some development	Status of Educational Park Development Operating or under construc.	In planning	Under active consider.	No proposal	Incomplete response
All sizes of city	378	54	14	10	30	300	24
1 million or more	5	3	1	1	1	2	0
500,000 to 1 million	10	3	0	1	2	5	2
100,000 to 500,000	106	17	3	3	11	78	11
50,000 to 100,000	174	23	7	4	12	143	8
20,000 to 50,000	80	5	0	1	4	72	3
Under 20,000	3	3	3	0	0	0	0

*1960 U. S. Census of Population.

CONSIDERATION OF AN EDUCATIONAL PLAZA

Reasons for Consideration

Consideration of an educational plaza resulted from an awareness of a variety of educational needs which have existed for a number of years and also from the study of problems being faced by the Magnolia School District. Since the funding of P. L. 89-10, some money has been available to initiate a few of the needed programs and to begin long range planning. This planning has focused attention on many of the educational problems in the school district and has highlighted many needs including the following:

1. The needs for additional and/or refurbished buildings and facilities to house the school enrollment and to provide the kinds of educational programs thought desirable for this time and age.
2. The need for additional basic educational services including specialized personnel, technological equipment, resource centers, and cultural and recreational activities.
3. The need for a review of the school organizational pattern. The Magnolia School System operates on a 6-3-3 plan with rigid scheduling in the secondary schools making it difficult to initiate additional or innovative activities. Consideration for pre-school education is a necessity. Flexibility is a key word in the educational programs for the 1970's.
4. The need to review the policies and patterns on racial integration in light of the 1954 Supreme Court decision on racial segregation and the subsequent passage of civil rights legislation.
5. The need to explore and develop programs designed to increase the achievement level of non-white students.

Many of these problems have existed for a long time in the Magnolia School System; but through a planning grant under Title III of P. L. 89-10, resources could be obtained to look at alternative methods for solving these problems. The development of an educational plaza with relevant educational programs was chosen the most appropriate method to solve the problems and to provide quality education and equal educational opportunities to the children of Magnolia.

Advantages and Disadvantages of the Educational Plaza

From the beginning of the study, the Educational Plaza method was recognized as only one of the methods that might be used in providing quality education. To help evaluate the effectiveness of this method, the planning staff weighed the possible advantages and disadvantages of the educational plaza. Leu's comprehensive list contains the following potential advantages and disadvantages:[6]

Advantages of the Cultural-Educational Park:

1. It would bring together children from a much wider range of economic, social, religious, and cultural backgrounds, hence tending to overcome the narrowing influences of the severely stratified neighborhoods.
2. It provides the status attraction of a quality educational institution assisting in stabilizing communities and reducing the outmigration (from city to suburbs) of middle income families.

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[6] Leu, Donald J. and others, A Feasibility Study of the "Cultural-Educational Park" for Chicago, College of Education, Michigan State University, February 1968, pp. B-2 to B-6.

3. The parks potential to serve as an initial "thrust" in major renewal or conservation of an area of the city. (the "recycling" of the city)
4. It would retain the element of commonness to our free, common, public schools by providing more children a more widely common set of experiences that in turn lead to better communication within the total community.
5. It would "spotlight" the school as an object of community pride and respect.
6. There would be increased possibility that such a concentration of children might make easier the operation by religious bodies of released time or shared-time programs.
7. It would reduce the inequalities of facilities, staff, and program that are inevitably characteristic of neighborhood schools.
8. It would make easier the grouping and re-grouping of children on the basis of desired educational objectives.
9. It would give increased opportunities for an articulated and coordinated curriculum.
10. It would present unique possibilities for increased flexibility in school organization: K-4, 5-8, 9-12; K-3, 3-6, 9-12; K-6, etc.
11. It would carry the advantages commonly attributed to size--specialized services and facilities--that could only be justified by the utilization possible for large numbers.
12. It would bring together at least the sum of the richness of staff and service available to the individual schools it

consolidates; and it should attract innovative new teachers to the system.

13. It would quickly increase the productive time available to certain specialists who now spend considerable time in travel between schools.

14. It would make possible groupings and re-groupings of staff for a variety of purposes and considerations. Physical proximity and shared interests would encourage individuals to cross more traditional associational boundaries. A high school French teacher might share travel enthusiasms with the primary school teacher as well as her major areas of interest.

15. It would give unique opportunity for planning a total environment to support and enable the best education we know how to provide--the total educational needs of a large range of children.

16. In large cities it would offer a golden opportunity for decentralization of planning and decision making. It would be largely self-contained.

17. There would be real possibilities of economy in many supporting services--food preparation and handling, supplies and equipment provisions and many other operating and maintenance activities. The greater use factor would justify mechanical and electronic devices of many kinds.

18. It would provide opportunities for more coordinated planning with the City Planning Department, Urban Renewal, transit

systems, city parks, libraries, museums, unions, community organizations, higher education institutions, etc.

19. There would be the great contribution that is always made when we start fresh. Once we break the existing mold, we free ourselves from the burden of tradition. We discover the limitations we have previously worked under are no longer valid and we are forced to re-examine all of our existing assumptions, principals, and practices.

20. While the educational park is not inexpensive, the most efficient mustering and use of resources to accomplish the desired ends would certainly be in the best interest of the school district. Cost estimates indicate that although the cultural-educational park will not be inexpensive, the potential for greatest return on investment of the educational dollar is inherent in the concept.

Disadvantages of the Cultural-Educational Park:

1. The loss of the school to a neighborhood and the school's impact on residential attractiveness.
2. It removes the teachers from the neighborhood, thus reducing the opportunity for them to know and understand the child's environment and his particular family circumstances.
3. It would turn its back on the chance for neighborhood schools to be focuses of community activities and municipal and voluntary agency services.
4. It would cause fears of alienation of children from their homes and neighborhoods.
5. It would greatly reduce the accessibility of the school to concerned parents and the natural home-school conferences and cooperation.

6. It would vastly increase the problems of transportation--problems to children, problems of cost, of over-utilized streets and transit facilities.
7. It may be too early to mingle little children with limited ability to travel long distances and to cope with large numbers and huge complex organizations.
8. It would run all the risks of bureaucracy. Any large organization necessarily demands rules and procedures. Whether these are democratically derived or autocratically decreed is irrelevant--they exist.
9. It would make one more place of vastness in the lives of people already overwhelmed by endless enclosures, and defensive isolations. Internal decentralization is a must in planning these parks.
10. It would provide a terrifying temptation to reduce variety, to plan too efficiently, to build too rigidly.
11. The costs would appear to be large. It would seem easier to propose ten 4 to 5 million dollar schools than one 40 to 50 million dollar complex.
12. It may call for the abandonment of many school buildings that are still structurally sound--and paid for!
13. And finally, it could result in a single huge facility that moves massively and uniformly toward obsolescence.

Evaluative Criteria

The evaluation of any plan or method must be based on the extent to which that plan reflects the educational aims and objectives of the Magnolia

School System and the extent to which it solves the problems within the limits of available resources. The evaluative criteria must be based on these aims and objectives. The following questions provide the evaluative base for our study:[7]

1. Educational
    a. Does the facility plan encourage and permit the accomplishment of the educational goals of the community?
    b. Does the plan provide the flexibility needed to insure each child increased educational opportunities to develop optimum level?
    c. Does the plan recognize the need for additional classroom space as projected by demographic and school plant data?
    d. Does the plan contribute to the efficient replacement and/or rehabilitation of existing obsolete facilities?
2. Economic and Manpower Needs
    a. Does the plan offer increased potential for students to become productive members of the community?
    b. Does the plan adequately recognize the manpower needs of the economic sector and provide training to meet these needs?
    c. Does the plan anticipate the future changes in the employment sector and attempt to provide new and changing programs to implement the shifting labor force?
    d. Does the plan contribute to the economic "recycling" of the community?

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[7] Ibid, Leu, pp. B-8 to B-10.

3. Social

   a. Does the plan seek to effectively confront the effects of de facto segregation?

   b. Does the facilities plan encourage the exposure of all children to the myriad racial, ethnic, religious, social, and economic groups of the community?

   c. Does the plan provide opportunity for the successful introduction of the various diverse sections of society to one another?

4. Cultural-Recreational

   a. Does the plan incorporate the existing recreational facilities of the community?

   b. Does the plan encourage the maximum use of existing cultural facilities?

5. Political

   a. Does the educational facilities plan have public appeal to varying sections of the total community?

   b. Does the plan recognize the contribution and role of the other municipal public, parochial, and private agencies?

6. Financial

   a. Is the projected cost within the resources available?

   b. Does the plan provide the opportunity for continued use of existing adequate facilities?

   c. Does the plan offer the best educational value per dollar expended?

   d. Does the plan anticipate multi-purpose, multi-agency use of facilities to spread expenditures over a broader base?

7. City Development

a. Is the plan compatible with the comprehensive city plan?

b. Does the plan contribute to residential renewal programs?

FEASIBILITY STUDY STEPS

Gathering of Data

The first step in the feasibility study was gathering pertinent demographic data that would adequately describe the community and which would indicate significant changes that have occurred and are now occurring within the confines of the school district. The accumulation of such data is basic to any feasibility study and to a long range planning program designed to develop educational programs to meet changing educational needs. It was assumed that the educational programs will be an integral part of the total community development and that cooperative endeavors by all groups and agencies are essential if the community is to develop and grow into a desirable place. Thus, basic data about the community as well as the schools were obtained.

Description of Community

The geographical area of 207 square miles in the Magnolia School District has a total population of 15,000 and includes the city of Magnolia. Magnolia, the county seat of Columbia County, is located in the southwest corner of the state and is 135 miles southwest of Little Rock. The school district encompasses an area larger than the city of Magnolia but does not include all of Columbia County. Although the available basic data for the city of Magnolia and for Columbia County will be given, neither of these data will precisely describe the Magnolia School District. In some aspects the district resembles the city and in others it resembles the county.

The 1965 population of the city of Magnolia was 11,159, an increase of 508 over the 1960 census figure. Thirty-nine percent of the district population is classified as rural. The racial composition of the city of Magnolia is somewhat different from the racial composition of Columbia County. In 1960 the non-white population of Magnolia constituted 24 percent of the total population while in Columbia County the percentage of the non-white population was 36. The racial composition of the school enrollment is more nearly that of the county than of the city of Magnolia. Table 3 contains information about population trends and projects population for 1980. It will be noted later that the school enrollment and birth rate do not correlate closely with the population trends of the city of Magnolia but do correlate quite highly with the population trends of Columbia County. It is suspected that the population growth in Magnolia may be due to the frequent changing of the city boundary lines and the annexation of additional acreage, including Southern State College, which increased the population but has little or no effect on school enrollment.

Table 3: POPULATION TRENDS AND PROJECTED POPULATIONS FOR MAGNOLIA AND COLUMBIA COUNTY

	Columbia County					Magnolia				
Year	White	%	Non-white	%	Total	White	%	Non-white	%	Total
1930	14,594	53	12,726	47	27,320	2,024	67	984	33	3,008
1940	16,324	55	13,498	45	29,825	2,948	68	1,378	32	4,326
1950	17,525	61	11,245	39	28,770	5,096	74	1,822	26	6,918
1960	16,887	64	9,513	36	26,400	8,054	76	2,597	24	10,651
1965	17,220	65**	9,273	35**	26,493	8,592*	77	2,567*	23	11,159
1980, I-B****					31,442	12,577***	80	3,144***	20	15,721
1980, III-B****					34,030	13,612	80	3,403	20	17,015

* Estimated racial composition on 77% whites, 23% non-whites.

** Estimated racial composition on 65% whites, 35% non-whites.

*** Estimated racial composition on 80% whites, 20% non-whites.

**** The projected population is based on U. S. Bureau of Census state projections. In the report Changes Occurring Within the Socio-Economic Structure of Southern Arkansas, May 6, 1967, by Forest N. Pollard and Charles S. Gibson of the University of Arkansas, Bureau of Business and Industrial Research, they estimated that 16.7 percent of the projected Arkansas population would be distributed in the southern part of the state. This estimate projects a growth percentage between the 1960 census population and Series I-B of 19.1%, a 28.9% increase between the 1960 census population and Series III-B. The Series I-B projection is based on the assumption that the gross migration rates experienced during the period 1955-60 will continue for the entire population interval; and in the Series III-B projections, no net migration is assumed. In both series projections a very moderate decline from the birth levels of the recent past is assumed.

According to the above explanation the 1980, I-B projection for Columbia County is 31,442. The 1980, III-B projection is 34,030. Projected population for Magnolia is based on 50 percent of Columbia County.

The educational level of the population is reflected in the number of school years completed by persons 25 years of age and over. Once again, the statistics for the city of Magnolia differ significantly from those for Columbia County. The educational level of the city of Magnolia is above the national average of 10.9 years, while the median number of years completed by the adults of the county is 9.2 years. The inclusion of Southern State College in the Magnolia city population undoubtedly distorts the level of education picture, and the statistics for the county more likely portray a truer picture. Table 4 contains educational data.

Table 4: THE NUMBER OF SCHOOL YEARS COMPLETED BY RESIDENTS OF MAGNOLIA AND COLUMBIA COUNTY, 25 YEARS OF AGE AND OVER

	Median Years Completed In	
	Columbia County	Magnolia
Total White	10.4	12.8
Total Non-white	6.4	7.1
Total Males	8.9	11.6
Total Females	9.5	11.4
Total Population	9.2	11.5

Source: 1960 U. S. Census

Like all of Southwest Arkansas, Magnolia is gradually moving from an agricultural economy to an agricultural-industrial economy. The principal agricultural products are livestock, timber, poultry, dairying, hay, and row and truck crops. Forestry and manufacturing of forest products have been permanent industries in the area for many years. The existing industries which employ 50 or more people are found in Table 5, with

Tables 6 and 7 indicating the distribution of the labor force by types of workers and by industry. The financial support available to the Magnolia School District depends greatly upon the healthiness of the economy. The assessed valuation for the Magnolia School District has approximately tripled in the 15-year period between 1950 and 1965. The large increase in assessed valuation between the years 1955 and 1956 is due to a county-wide reassessment program assessing all property at 20% of true value. This information is contained in Table 8.

Table 5: EXISTING INDUSTRIES IN MAGNOLIA EMPLOYING 50 OR MORE PERSONS

Industry	Product	Total Employed	No. of Women
Arkla Chemical Corporation	Hydrocarbons and Sulphur	50	1
Berry Asphalt Company of Arkansas*	Petroleum	157	12
Firestone Tire and Rubber Company	Coated Fabric and Fiber Products	605	184
Partee Flooring Mill	Hardwood Flooring	58	0
Partee Manufacturing Company	Lumber	70	0
Peace Lumber Company	Lumber and Parquet Flooring	51	18
W. Shanhouse Sons, Inc.	Men's and Boys' Outerwear Jackets	410	360
Southern Extrusions, Inc.	Aluminum Extrusions and Fabricating	423	20
Unit Structures, Inc., Division of the Koppers Co.	Wood Laminating	206	5

* Maintain general offices only in Magnolia. Refinery operations are in adjoining areas of Lafayette, Ouachita, and Nevada Counties.

Table 6: THE PERCENTAGE OF PERSONS EMPLOYED IN AGRICULTURE, MANUFACTURING, AND IN WHITE COLLAR OCCUPATIONS

Place or County	Percent Agriculture	Percent Manufacturing	Percent White Collar
Columbia	7.8	24.0	32.2
Arkansas	17.7	20.1	32.6
United States	6.7	27.1	41.1

Source: U. S. Census

Table 7: EMPLOYMENT BY INDUSTRY FOR COLUMBIA COUNTY, ARKANSAS, AND THE UNITED STATES, 1965

	Columbia County		Arkansas		United States	
Industry	No.	%	No.*	%	No.*	%
Mining	550	9.9	4.7	1.0	628	1.0
Construction	150	2.7	28.1	6.2	3,411	5.6
Manufacturing	2,050	36.9	132.7	29.2	17,984	29.7
Transportation, Communications, Public Utilities	300	5.4	30.2	6.7	4,031	6.6
Trade	925	16.7	95.4	21.0	12,588	20.8
Finance, Insurance, Real Estate	100	1.8	17.8	3.9	3,044	5.0
Service	525	9.5	60.3	13.3	8,907	14.7
Government	950	17.1	84.9	18.7	10,051	16.6
Total	5,550	100.0	454.1	100.0	60,644	100.0

* In Thousands

Source: Arkansas Labor Force Data 1964-1965, Arkansas Department of Labor, Employment Security Division.

Table 8: ASSESSED VALUATION FOR MAGNOLIA SCHOOL DISTRICT, 1950-65

Year	Amount	Year	Amount
1950	$ 7,908,811	1958	$18,847,697
1951	8,915,422	1959	19,010,620
1952	9,857,995	1960	19,323,420
1953	9,996,500	1961	19,929,150
1954	10,543,605	1962	19,953,460
1955	11,205,510	1963	20,358,900
1956	18,944,164	1964	20,727,740
1957	18,917,870	1965	21,108,650

Other indications of the economy of the school district are reflected in the family and per capita income of the residents. Since the major part of the industrial development has occurred in Magnolia rather than in the county as a whole, there are differences in the income levels. The information below shows that in 1960 the per capita income for Magnolia is nearly $300 more than for the county as a whole, while the difference between family income exceeds a thousand dollars. Two significant facts are noted concerning the income level of the people in the district: (1) The income level is considerably below that of the national average; and (2) there is considerable difference between the average income level of the white and non-white population.

Table 9: A COMPARISON OF PER CAPITA INCOME FOR MAGNOLIA, COLUMBIA COUNTY, AND THE UNITED STATES

Year	Magnolia	Columbia County	United States
1950	$ N.A.	$ 825	$1,491
1951	1,155	720	
1952	1,459	926	
1953	1,530	971	
1954	1,381	957	
1955	1,252	921	
1956	1,366	1,025	
1957	1,303	992	
1958	1,298	1,074	
1959	1,440	1,189	
1960	1,629	1,271	2,217
1961	1,728	1,311	
1962	1,807	1,397	
1963	1,891	1,458	
1964	2,045	1,583	
1965	N.A.	1,676	2,744

N. A. - None Available

Source: Sales Management, Survey of Buying Power

Table 10: A COMPARISON OF THE MEDIAN FAMILY INCOME FOR MAGNOLIA, COLUMBIA COUNTY, AND THE UNITED STATES

Year	Magnolia	Columbia County	United States
1950	$ N.A.	$3,056	$ N.A.
1951	3,515	2,632	
1952	4,493	3,416	
1953	3,498	4,683	
1954	4,393	3,534	
1955	3,934	3,342	
1956	4,326	3,709	
1957	4,122	3,589	
1958	4,084	3,900	
1959	4,165	3,741	5,660
1960	4,683	4,272	
1961	5,604	4,443	
1962	5,833	4,728	
1963	6,050	4,879	
1964	6,543	5,324	
1965	N.A.	5,642	

N. A. - None Available

Source: Sales Management, Survey of Buying Power

Table 11: THE MEDIAN FAMILY INCOME BY RACE (1959) FOR COLUMBIA COUNTY, ARKANSAS, AND THE UNITED STATES

	Amount of Income:	
Area	Non-white	White
Columbia County	$ 1,637	$2,131
Arkansas	1,636	3,678
United States	3,161	5,893

Source: U. S. Census

The services and cultural resources of the district are decidedly limited. Magnolia is the site of Southern State College, an NCATE institution, which trains many of the teachers in the area. The college offers professional concerts, dramas, and art exhibits which are open to the public. Recently, a community theater group has been organized. While various types of drama and musical entertainment are occasionally sponsored by civic and social groups, there is limited opportunity for the majority of the residents to attend art exhibits, plays, musical concerts, or any other type of fine art programs. This limited opportunity is especially true for the non-white population.

There is a regional library located in Magnolia along with a number of governmental offices. A survey of the county indicated the following service agencies, groups, and institutions available to assist children and adults.

Table 12: COUNTY RESOURCES AND SERVICES

Services	Number of Governmentally Supported	Number of Privately Supported
School Counselors	8	
Diagnostic and Remedial Center	1	
Special Education Classes	6	1
School Nurses	1	
Sheltered Workshops	1	
Employment Services	1	
Colleges	1	
Child Welfare Office	1	
Day Care Centers (Licensed)		1
County Health Unit	1	
County Welfare Unit	1	
Salvation Army Unit		1

DESCRIPTION OF MAGNOLIA PUBLIC SCHOOL SYSTEM

Location and Area of District

Magnolia School District #14, located near the center of Columbia County, consists of 207 square miles and has a population of about 15,000 people. The city of Magnolia, with an area of approximately 5 square miles, is located near the center of the District and has an approximate population of about 11,000 people, consisting of 3,700 non-whites and 7,300 whites. The non-white population is concentrated in the southern portion of the city; however, there is a sizable community approximately 6 miles northeast of Magnolia. All other rural areas are populated by both whites and non-whites with whites in the majority.

School Population and Staff

The 1966-67 total enrollment (which includes students who attended school for any part of the year and who moved away or dropped out) in the eight Magnolia schools was 3,346. Of these 1,857 were elementary pupils and 1,489 were secondary. The average number belonging was 3,157, and the average daily attendance was 3,043. The school population as shown by the 1966 enumeration is 3,233 (white, 2,027; non-white, 1,206). General information about the Magnolia schools for the 1967-68 school year is contained in the following table.

Table 13: GENERAL INFORMATION ABOUT MAGNOLIA PUBLIC SCHOOLS (1967-68)

Schools	Grades	Number of Students White	Non-white	Total	Number of Teachers White	Non-white	Total
Calhoun Heights*	1-6	--	173	173	5.3	3.5	8.8
Central Elementary	1-6	508	30	538	22.7	1.0	23.7
Columbia Elementary*	1-6	--	391	391	5.5	10.7	16.2
Columbia High School*	7-12	--	480	480	5.7	16.0	21.7
Eastside Elementary	1-6	350	4	354	13.2	.3	13.5
Magnolia High School	10-12	484	30	514	24.2	--	24.2
Magnolia Jr. High	7-9	531	48	579	23.3	1.0	24.3
Westside Elementary	1-6	149	22	171	8.3	--	8.3
TOTAL		2,022	1,178	3,200	108.2	32.5	140.7**

* Predominately non-white schools.

** Includes all professional staff except superintendent, business manager, attendance officer, and food service and transportation supervisor.

Location and General Information About Schools

The schools comprising the Magnolia School District are indicated on the attached city map. A brief resume of each school building follows:

Calhoun Heights Elementary School. Calhoun Heights Elementary School, with a 1966-67 total enrollment of 198 in grades 1-6, is located on a 20-acre site in the southeastern section of the city of Magnolia, adjacent to a densely populated non-white area. The building of brick construction with eight classrooms and an auditorium was built in 1961 at a cost of $177,000. The students from this building are transported by bus to a cafeteria located at the Columbia Elementary and High School.

Central Elementary School. Central Elementary School, with a total enrollment of 604 in grades 1-6, is located on a tract of approximately 5 acres in the center of the city of Magnolia, and consists of 20 classrooms, an auditorium, cafeteria, and 3 music rooms. This building is of brick construction and was built in 1940, with the most recent addition in 1966-67, and has an appraised value of $288,000.

Columbia Elementary and High School. Columbia Elementary and High School had a 1966-67 total enrollment of 916, with 500 in grades 1-6 and 416 in grades 7-12. The Columbia campus of approximately 6 acres is located in the southern part of the city of Magnolia, surrounded almost entirely by non-white residences. The school plant consists of 7 buildings of brick construction which have been built since 1947, with the most recent additions in 1966-67. The buildings contain 28 classrooms, administrative and counseling offices, study hall-library, gymnasium, auditorium, cafeteria, and shop. The total value of these buildings is $540,000.

East Side Elementary School. East Side Elementary School, with a 1966-67 total enrollment of 346 in grades 1-6, is located on a 15-acre site on the eastern edge of the city. The building is of brick construction and was completed in 1958 at a cost of $229,000, not including site. This building has 13 classrooms, an auditorium-cafeteria combination, offices for the principal, and 2 music rooms.

Magnolia Junior High School. Magnolia Junior High School for grades 7, 8, and 9 had a 1966-67 total enrollment of 556. This building is of brick construction and was built in 1951, with additions made in 1962-63. The building is located in the center of the city of Magnolia and consists of 23 classrooms, a shop, auditorium, band and chorus rooms, library-study hall, gym, with a cafeteria in connection with the gymnasium. This building is located on an approximate 7-acre site and is valued at $689,000.

Magnolia Senior High School. The Magnolia Senior High School had a 1966-67 total enrollment of 517 in grades 10-12. The school plant is constructed on a 40-acre site in the northeastern section of the city and was built in 1959-60 at a cost of $950,000, not including the site and its development. The school plant is of brick construction and consists of 15 separate buildings with an area of 62,000 square feet. The buildings are connected by 1,500 feet of covered concrete walkways and were planned for 650 senior high school students. There are 23 classrooms in addition to a study hall, cafeteria, library, music building, Little Theatre building, shop, gym, and administrative and counseling offices.

West Side Elementary School. West Side Elementary School with a 1966-67 total enrollment of 209 in grades 1-6 is located on a 15-acre site in the western edge of the city of Magnolia and is of brick construction built in 1953 at a cost of $148,000. This building contains 6 classrooms, a combination auditorium-cafeteria, 2 music rooms, and offices for the principal.

Curriculum

The following is the list of subjects offered in the high schools.

The total credits offered is 46 units.

ENGLISH

9				English I
	10			English II
		11		English III
			12	English IV
		11	12	Speech

FOREIGN LANGUAGE

9	10	11		Latin I
	10	11	12	Latin II
		11	12	Latin III
9	10	11		Spanish I
	10	11	12	Spanish II
		11	12	Spanish III

SOCIAL STUDIES

9				Civics
	10	11		World History
		11	12	United States History
			12	American Government
		11	12	Arkansas Government*
		11	12	Sociology*
		11	12	Personal and Social Adjustment*

MATHEMATICS

9				Basic Mathematics I
	10			Basic Mathematics II
9	10			Algebra I
	10	11		Geometry
		11	12	Algebra II
			12	Comprehensive Math
			12	Trigonometry - Advanced Algebra

SCIENCE

9				General Science
	10	11		Biology
		11	12	Chemistry
			12	Physics

* One Semester Course

BUSINESS EDUCATION

	10	11		General Business
	10	11	12	Typing
		11	12	Shorthand
		11	12	Bookkeeping

VOCATIONAL

9	10	11		Home Economics I
	10	11	12	Home Economics II
		11	12	Home Economics III
9				Vocational Education I
	10	11		Vocational Education II
		11	12	Vocational Education III

NON-FULL-UNIT SUBJECTS

9	10	11	12	Art
9	10	11	12	Band
9	10	11	12	Chorus
	10	11	12	Library Science
9	10	11	12	Physical Education and Health
	10	11	12	Publications Staff

GRADUATION REQUIREMENTS

16 units of credit
- (a) of which 12 Full-Unit credits must be earned in grades 10, 11, and 12, and
- (b) of which 15 must be Full-Unit and include:

  4 units of English
  1 unit of Mathematics
  1 unit of Science
  1 additional unit of Math of Science
  1 unit of Civics
  1 unit of United States History

  Physical Education and Health

Ratings of Schools

Both high schools are accredited by the North Central Association of Colleges and Secondary Schools, and all junior high schools and elementary schools are rated "A" by the State Department of Education.

Buses

The District operates 17 buses transporting 1,185 pupils.

Faculty, Staff, and Board of Education

The District employs a superintendent, 8 principals, a director of curriculum, and 5 counselors. The faculty consists of 140 teachers and administrators. Thirty-four members of the faculty have Master's degrees, and the superintendent holds a Diploma of Graduate Study. Other staff members include a supervisor of cafeterias and transportation, a supervisor of maintenance, 9 secretarial, clerical, and business personnel, 17 bus drivers, 20 cafeteria workers, and 9 custodians. At the Southwest Arkansas Diagnostic and Remedial Services, an ESEA Title III project administered by the Magnolia Public Schools, there are 12 professionals and 4 clerical workers. The professionals represent the following disciplines: psychology, speech therapy and pathology, counseling, education, health services, and social work.

The Magnolia School District has a five-member Board of Education with one member being elected each year to a five-year term. The superintendent of schools administers the school district under policies set up by the Board.

Financial Support of Schools

During the 1967-68 school year, the Magnolia School District received $1,168,673 from various sources to operate the school system. The tax rate for the local school district is 32 mills as compared with a state average of 42.20 mills. Recently the citizenry of the district voted to increase the millage to 37 for the purpose of building a vocational complex at the high school and additional classroom space at other buildings.

The major portion of the school expenditures goes toward paying of salaries. For the year 1967-68, $766,813 or 65.61 percent of the budget was spent to pay certified personnel. The salary schedule for teachers is as follows: Beginning teacher with Bachelor's Degree and no experience-$5,350, with an increase of $50.00 per year added for a maximum of 12 years up to a maximum salary of $5,950. The beginning teacher with a Master's Degree and no experience would receive $5,850, with an increase of $50.00 per year added for a maximum of 12 years up to a maximum salary of $6,450. While the average salary paid to staff members in the Magnolia School System is above the average for the state, it is considerably below the national average. Data about salaries and financial support of the schools are found in the following tables.

Table 14: SALARY INFORMATION FOR 1967-68

	Average Salary		
Staff	Magnolia	Arkansas	United States
Classroom teachers	$5,947	$5,540	$7,296
All certified personnel	6,110	5,642	$7,597

Table 15: SOURCES OF INCOME, MAGNOLIA SCHOOL DISTRICT, 1967-68

Sources	Amount
1966 Assessed Valuation	$21,535,330
1967 Mills Voted	
Maintenance and Operation	18
Debt Service	14
Total	32
Estimated Local Receipts	729,481
Minimum Foundation Program Aid	388,558
Transportation Aid	33,285
Vocational Aid	7,650
State Apportionment	9,699

Table 16: EXPENDITURE OF MONIES FOR MAGNOLIA SCHOOL DISTRICT, 1967-68*

Area	Amount
Estimated Current Expense Per ADA 1967-68	$ 327
Expenditures	
Current Expense	997,197
Capital Outlay	27,416
Non-Bonded	--
Debt Service	156,613
Number of Classroom Teachers	120.5
Amount Paid Classroom Teachers	716,563
Average Salary Paid Classroom Teachers	5,947
Number of Certified Personnel	125.5
Amount Paid Certified Personnel	766,813
Average Salary Paid Certified Personnel	6,110

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* State Department of Education, Report on House Concurrent Resolution No. 58 of 1961 General Assembly, January 1968.

ENROLLMENT TRENDS AND PROJECTIONS

The initial step in long range planning was to review the enrollment trends and attempt to anticipate future enrollments. It has been previously noted that population trends in the city and school enrollments in the district have not been highly correlated. Many factors influence population growth as well as school enrollment. When a multiplicity of factors is involved, any long range forecasting becomes hazardous. It is recognized that the following factors will have a bearing on the school enrollment, and latitude must be provided for them in any long range educational planning. These factors are (1) Increase in population due to influx of industry, (2) Changes in the birthrate, (3) Changes in the holding power of the schools, (4) Consolidation of schools into larger educational units, and (5) Initiation of pre- and post-school programs.

Projections of school enrollment may be made in different ways. Two of these ways are by the population ratio method and by the retention ratio method. Both methods were used to see if the anticipated enrollment would vary greatly between the two methods. Enrollment trends were reviewed from the year 1960 to the present to determine the general direction of enrollments. It can be seen from the following information that enrollments at all levels have been fairly constant during the past eight years.

Table 17: ENROLLMENT TRENDS FOR THE MAGNOLIA SCHOOL DISTRICT*

Year	Elementary			Junior High School			High School			Total		
	White	Non-White	Total	White	Non-White	Total	White	Non-White	Total	White	Non-White	Total
1960-61	1098	684	1782	554	251	805	442	135	577	2094	1070	3164
1961-62	1089	682	1771	514	247	761	452	154	606	2055	1083	3138
1962-63	1016	638	1654	482	306	788	451	139	590	1949	1083	3032
1963-64	1070	686	1756	500	266	766	457	151	608	2027	1103	3130
1964-65	998	660	1658	488	298	786	471	180	651	1957	1138	3095
1965-66	1035	595	1630	503	297	800	453	221	674	1991	1113	3104
1966-67	1058	590	1648	528	269	797	504	219	723	2090	1078	3168
1967-68	1066	528	1594	575	245	820	511	225	736	2152	998	3150

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*Enrollment trends were calculated by buildings, and thus the white - non-white enrollment figures will vary according to the extent of desegregation.

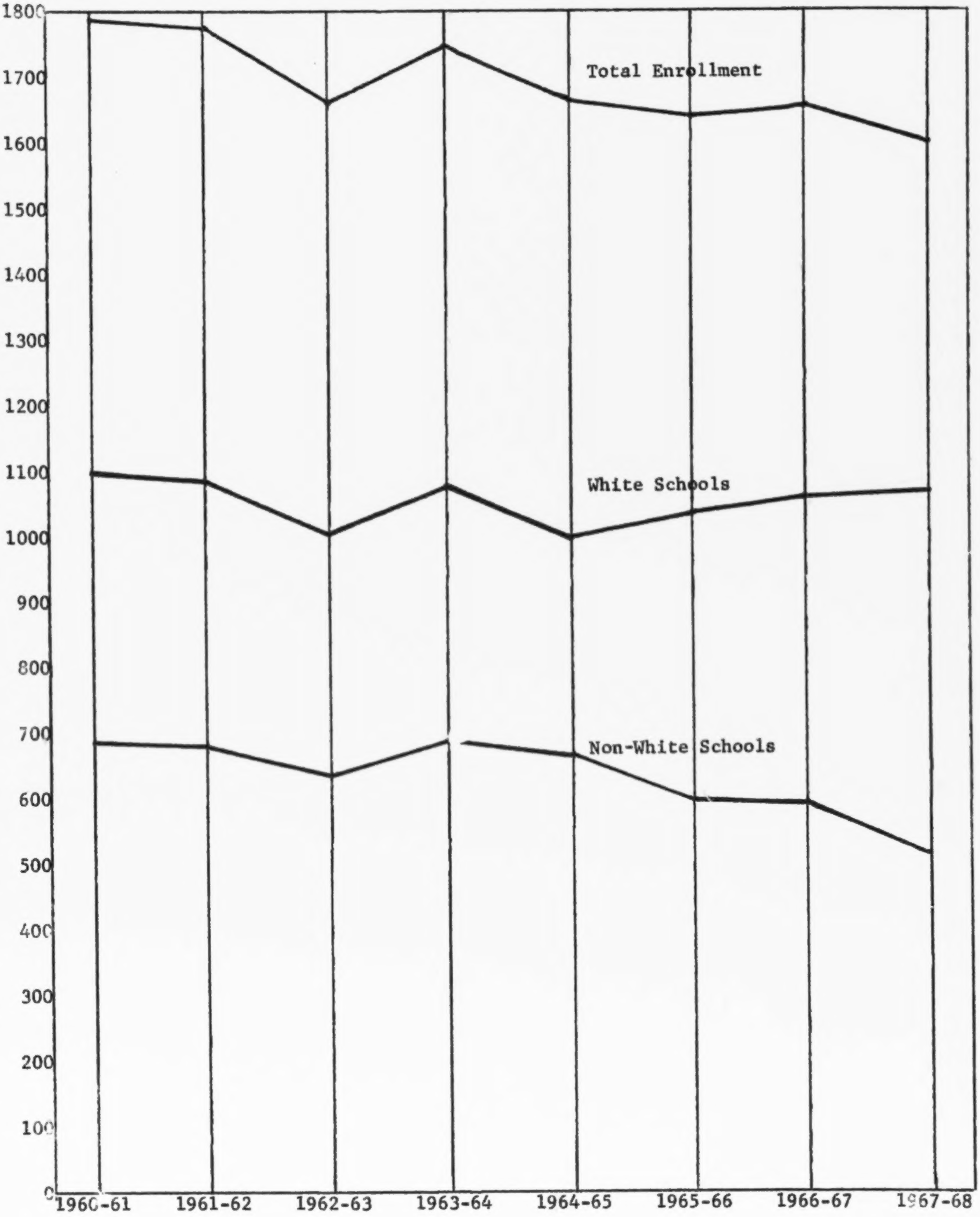


Figure 1. ELEMENTARY ENROLLMENT TRENDS FOR MAGNOLIA PUBLIC SCHOOLS

Figure 2. JUNIOR HIGH ENROLLMENT TRENDS FOR MAGNOLIA PUBLIC SCHOOLS

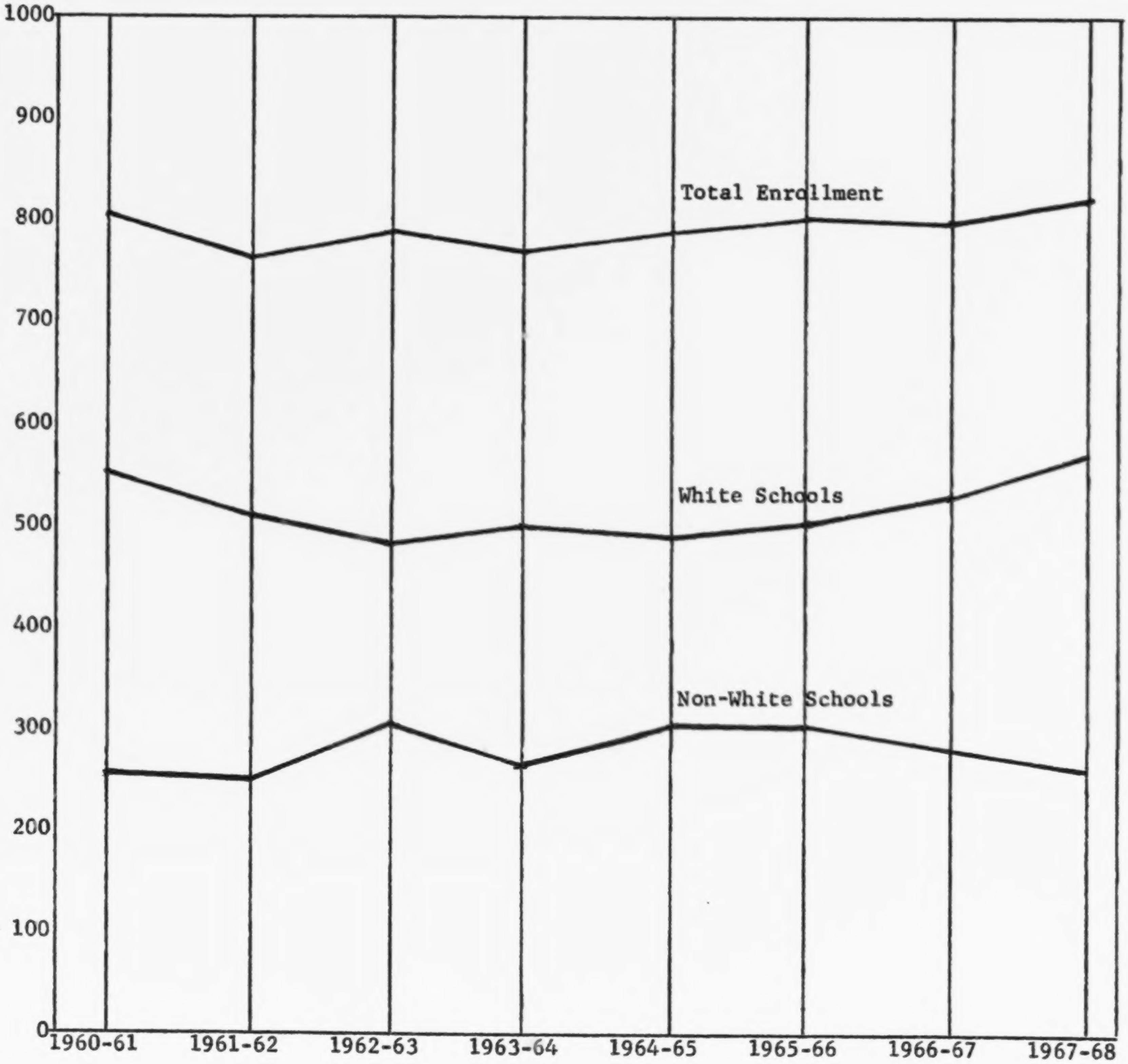
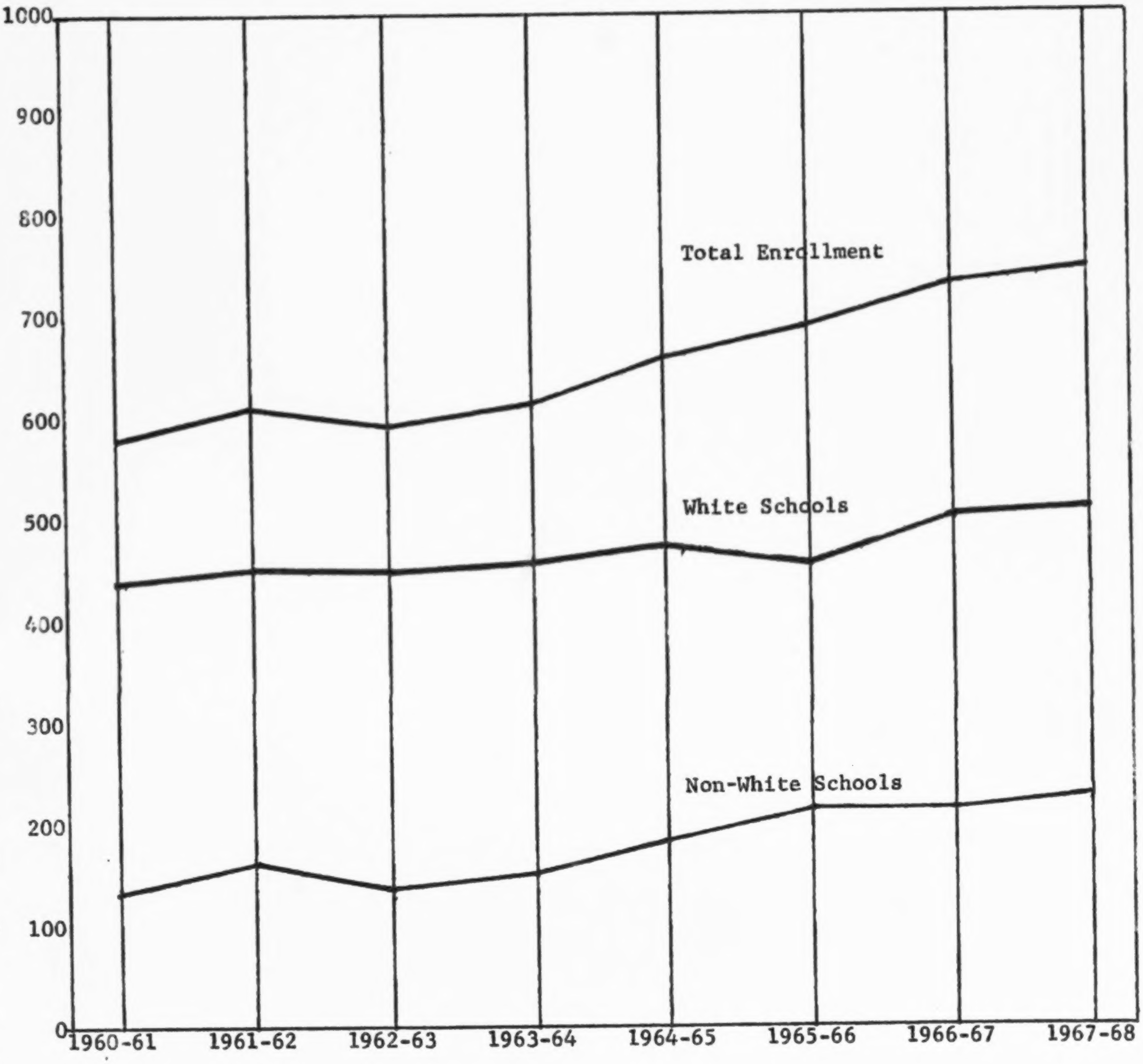


Figure 3. HIGH SCHOOL ENROLLMENT TRENDS FOR MAGNOLIA PUBLIC SCHOOLS



Projected School Enrollment Using the Population Ratio Method. In using this method the relationship between the total population and school enrollment was determined. Table 18 presents this information. It should be noted that the ratio between school enrollment and population has consistently decreased in the past 15 years. This suggests an increasing older population.

Table 18: RATIO OF SCHOOL ENROLLMENT TO POPULATION

	Population of Magnolia			School Enrollment of Magnolia			Percentage		
Year	Non-White	White	Total	Non-White	White	Total	Non-White	White	Total
1940	1,378	2,948	4,326	824	2,126	2,950	59.7	72.1	68.1
1950	1,822	5,096	6,918	913	2,099	3,012	50.1	41.1	43.5
1960	2,597	8,054	10,651	1,075	2,149	3,224	41.3	26.6	30.2
1965			11,159	1,142	2,053	3,195			28.6

The projected school enrollments up to 1980 are found in Table 19. This table uses the population projections of the U. S. Bureau of Census cited earlier as the indicator of projected population. The projected school enrollment assumes a small but continuing decrease in the percent of the school enrollment of the total population. It is noted that future school enrollments are likely to be somewhat comparable to present enrollments unless some of the factors mentioned at the beginning of this section become operable.

Table 19: PROJECTED SCHOOL ENROLLMENT FOR MAGNOLIA SCHOOL DISTRICT USING THE POPULATION RATIO METHOD

Year	Projected Population	School Enrollment Percent of Population***	Projected School Enrollment
1965	11,159*	28.6	3,195*
1970, I-B	12,679****	25.6	3,246
1970, III-B	13,109*****	25.6	3,356
1975, I-B	14,199****	22.6	3,209
1975, III-B	15,059*****	22.6	3,403
1980, I-B**	15,721	19.6	3,081
1980, III-B**	17,015	19.6	3,335

* Actual

** U. S. Bureau of Census projections for state and broken down for Magnolia by using percentage basis.

*** Assumed a decreasing percent of .6% per year.

**** Assumed an increase of 304 persons per year.

***** Assumed an increase of 390 persons per year.

Projected School Enrollment Using the Retention Ratio Method. To use this method, it was necessary to (1) determine the birthrate for Magnolia and estimate the number that would enter the first grade six years later, and (2) determine the retention rate for each grade and apply this rate to future classes. Birth rates were available for Columbia County. Estimated birth rates for Magnolia were determined by calculating the percentage of school children in Columbia County attending Magnolia schools. Using this same percentage, the number of births for Magnolia was determined. This information is found in Table 21.

To estimate the number of children that would enter the first grade each year, previous trends were reviewed. It was found that between 85-95 percent of the birth rate number enrolled in school six years later (see Table 22). To make future estimates, an assumption was made that 95 percent of the birth number will enroll in the first grade six years later. With these basic data and present retention rates from one grade to another, school population was projected through the 1972-73 school year. It should again be noted that the factors affecting school enrollments such as industry influx, change of birthrate, consolidation, and holding power are not considered in this projection. Projected school enrollments are as follows:

Table 20: PROJECTED SCHOOL ENROLLMENT FOR MAGNOLIA SCHOOL DISTRICT USING THE RETENTION RATIO METHOD

Year	Non-white	White	Total
1968-69	972	2,075	3,047
1969-70	964	2,010	2,974
1970-71	962	1,935	2,897
1971-72	966	1,854	2,820
1972-73	960	1,769	2,729

Table 21: ESTIMATING THE BIRTH RATE FOR MAGNOLIA

Year of Birth	Yr. of School Enrollment	Percent of Columbia Co. School Enrollment in Magnolia Schools			Total No. of Births in Columbia County			No. of Columbia County Births in Magnolia		
		N	W	T	N	W	T	N	W	T
1958	1964-65	42.7	62.1	53.3	257	298	555	110	185	295
1959	1965-66	43.5	62.5	53.3	264	287	551	115	179	294
1960	1966-67	44.3	62.9	54.7	245	303	548	109	191	300
1961	1967-68	45.1	63.3	53.8	262	245	507	118	155	273
1962	1968-69	45.9	63.7	54.9	247	261	508	113	166	279
1963	1969-70	46.7	64.1	55.0	243	229	472	113	147	260
1964	1970-71	47.5	64.5	55.0	256	200	456	122	129	251
1965	1971-72	48.3	64.9	55.4	243	190	433	117	123	240
1966	1972-73	49.1	65.3	56.9	216	202	418	106	132	238

Table 22: PERCENT OF STUDENTS ENTERING FIRST GRADE WHO WERE BORN SIX YEARS PRIOR TO ENTRANCE

Year of Birth	No. of Births in Magnolia	Year of Enrollment	No. Enrolled in First Grade	%
1958	295	1964-65	267	91
1959	294	1965-66	275	94
1960	300	1966-67	286	95
1961	273	1967-68	233	85

IDENTIFICATION OF SOME EDUCATIONAL NEEDS

During the planning study, extensive data were collected to indicate some of the educational problems in the Magnolia School District and to focus on some educational needs. A number of educational problems were identified, including the following:

1. There is a tremendous gap between the educational achievement of the white and non-white students. This gap is apparent at all levels of education. Figures No. 4, 5, and 6 present information concerning the achievement levels of students in grades 6, 9, and 12. It should be noted that the achievement level of the white students is above the national average but when combined with the non-white students' achievement, the resulting average is often below the national average.
2. The frequency of school drop-outs is much too high. Table 23 contains information about the drop-out rate between the fifth grade enrollment and high school graduation. Even taking into consideration population loss, the data suggests that 3 out of every 10 students drops out between the fifth grade and high school graduation. This represents a tremendous loss of human potential that is needed in the community. An encouraging indication is that the drop-out percentage is decreasing.
3. An age-grade table was developed for students enrolled in the Magnolia School System. This table shows the age of children in each grade and provides information concerning the number of underage and overage pupils in each grade. The number of overage pupils

indicates the frequency of retention. In the Magnolia School System, the age-grade table indicates that 17.7 percent of the students are overage for their respective grade level (see Table 24). Thus, approximately 1 out of every 5 children is retained one or more years. This high rate of retention might be indicative of many things, but it does reveal that many students are not achieving at the expected level; and it may suggest that proper educational programs are not available and that teaching methods and techniques might be improved.

4. Information about future plans of students was available for white students only during the year 1962-63 but was available for both white and non-white students during the years 1963-64 to 1967-68. Table 25 shows information about what Magnolia students do after graduating. A high percentage of students go to college, but information was not available to determine how many stay in college. Cursory information indicates that many do not remain in college. When this assumption is related to retention data, there is a strong indication that the Magnolia School System should have a broad array of educational programs to meet the needs of its students.

5. In reviewing the offered educational programs, it was found that students had limited educational opportunities in several areas. Vocational education programs are limited to agriculture, home economics, and business education. Cultural opportunities are limited in art, music, drama, foreign languages, and other fine arts areas. Individual programs to meet special student needs are limited. Independent study, special education programs at the

secondary level, and cooperative endeavors with business and industry are not available.

6. A survey of the staff of the Magnolia School System suggested the need for staff development programs. The rapidly changing concepts and programs in our society makes it imperative that the educational staff keep pace. Education should be a creating and molding force in our community with the staff being involved in all phases of community development. The data in Table 26 indicates that many school personnel need additional schooling as it has been an average of 3.3 years since they obtained their last schooling.

Figure 4. PROFILE CHART FOR ACHIEVEMENT LEVEL, MAGNOLIS'S SIXTH GRADE, IOWA TESTS OF BASIC SKILLS

Magnolia Public Schools May 1967

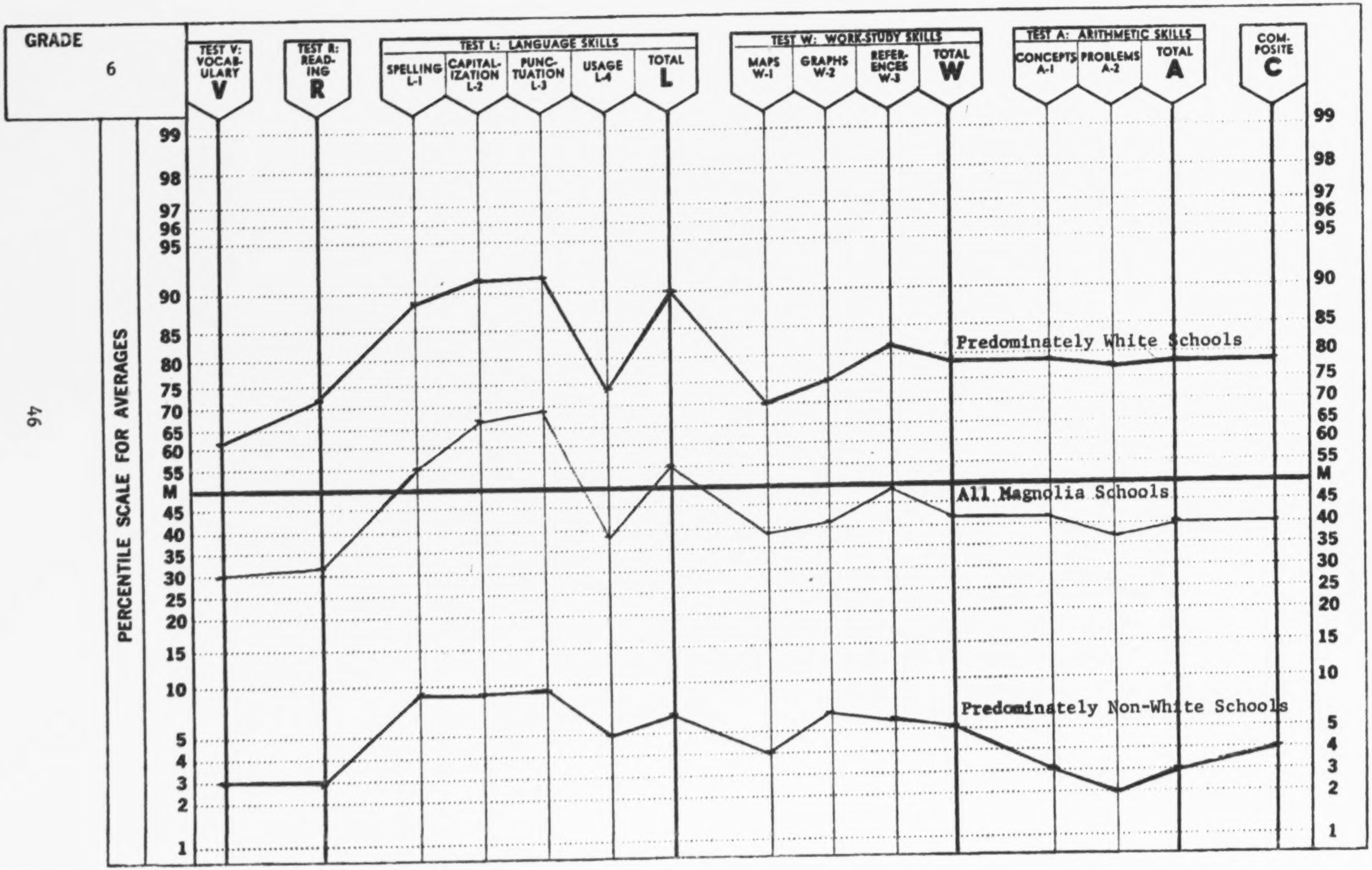


Figure 5. ACHIEVEMENT LEVEL OF MAGNOLIA'S NINTH GRADE STUDENTS

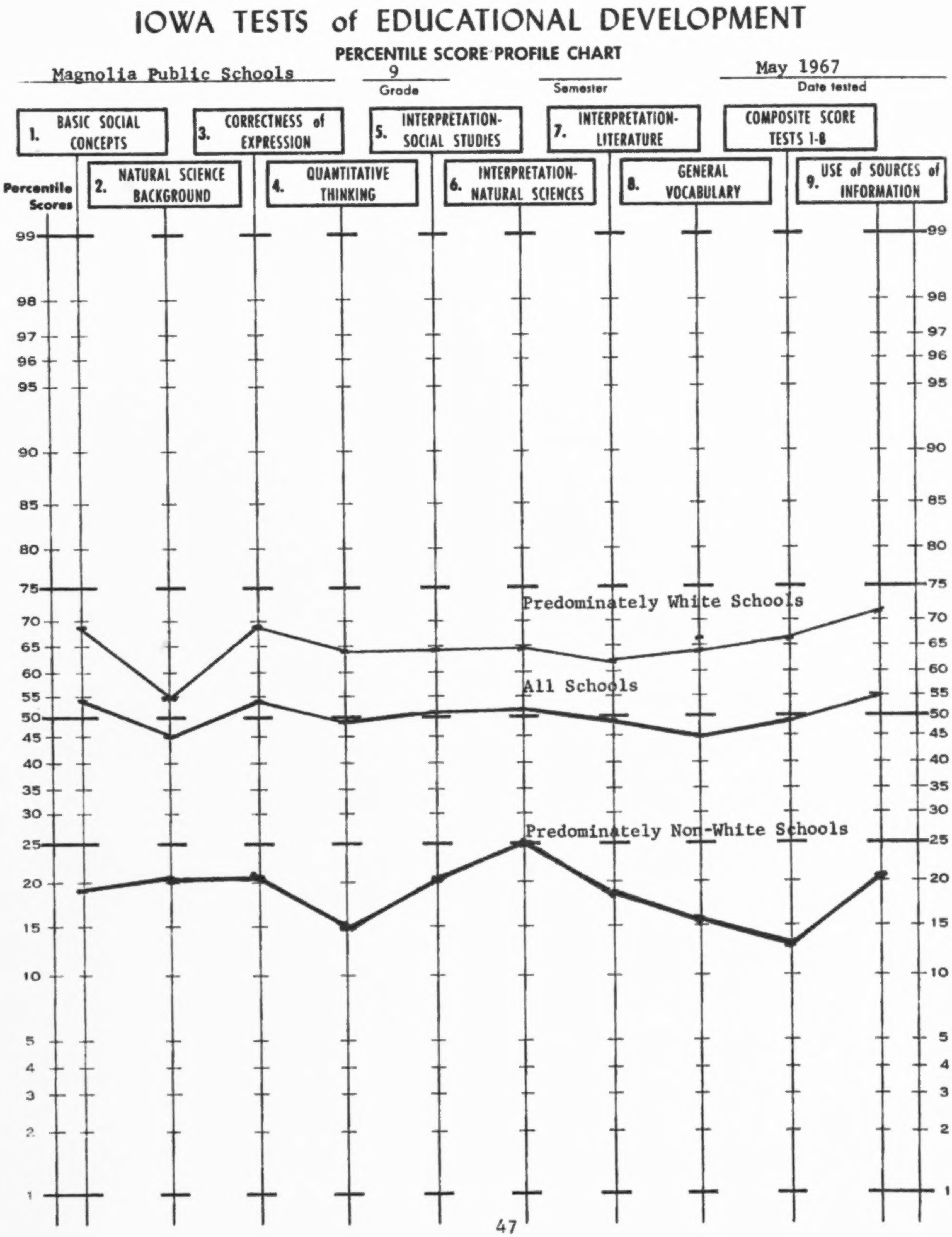


Figure 6. ACHIEVEMENT LEVEL OF MAGNOLIA'S TWELTH GRADE STUDENTS

IOWA TESTS of EDUCATIONAL DEVELOPMENT

PERCENTILE SCORE PROFILE CHART

Magnolia Public Schools

Grade: 12

Semester:

Date tested: May 1967

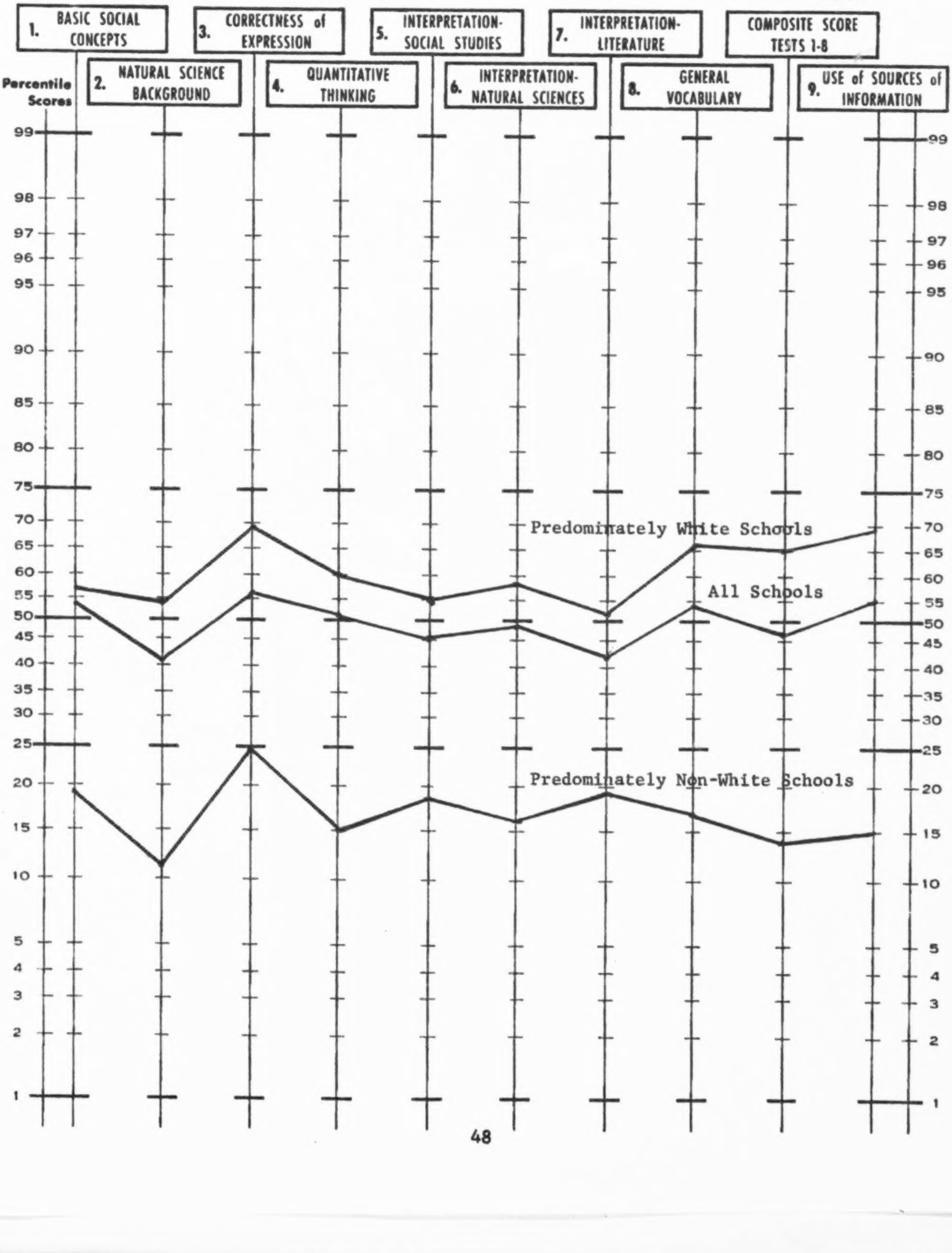


Table 23: FREQUENCY OF DROP-OUTS IN THE MAGNOLIA SCHOOL DISTRICT

Year	5th Grade Enrollment	Year	Number of Graduates	Number of Drop-outs	Corrected* Number	Percentage of Drop-outs	Corrected Percentage
1952-53	283	1959-60	145	138	110	48.7	38.8
1953-54	276	1960-61	146	130	104	47.1	37.6
1954-55	299	1961-62	154	145	116	48.4	38.7
1955-56	306	1962-63	174	132	106	43.1	34.6
1956-57	294	1963-64	178	116	93	39.4	31.6
1957-58	294	1964-65	177	117	94	39.7	31.9
1958-59	287	1965-66	167	120	96	41.8	33.4
1959-60	295	1966-67	184	111	89	37.6	30.1

* Used weighting factor of .8 to account for population loss. See Drop-outs, a Major Educational Concern, Arkansas State Department of Education, 1962, p. 6.

Table 24: AGE-GRADE TABLE OF STUDENTS ENROLLED IN THE MAGNOLIA SCHOOL SYSTEM FALL, 1967

	Ages																																
	6		7		8		9		10		11		12		13		14		15		16		17		18		19		20		Total	Overage	
Grade	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		No.	%
1	111	114	10	11	1																										247	22	8.9
2	4	2	122	121	18	9	2	1																							279	30	10.7
3	1		5	2	97	114	26	19	3	3																					270	51	18.8
4					6	5	81	95	34	27	5	2	1	1	2																259	72	27.7
5					1		44	38	72	79	14	11	4	2																	265	31	11.6
6								1	9	9	98	100	23	17	6	3		1			1										268	51	19.0
7											8	11	105	102	29	16	8	4	1	3											287	61	21.2
8													10	8	91	100	29	17	7	4	3	2									271	62	22.8
9														1	17	14	84	88	28	11	2	3	1		1						250	46	18.4
10																1	15	20	98	74	20	17	6	3	1				1		256	48	18.7
11																			18	23	102	76	12	7	7	5	2	2	1		255	36	14.1
12																					16	27	65	69	29	5	6	2	2		221	44	19.9
																														Total	3128	554	17.7
Non-Graded			2	1		1	6	1	4		4		1	1	3	1	1		1		1		1								29		

Table 25: WHAT MAGNOLIA STUDENTS DO AFTER GRADUATING

	1962-63*		1963-64		1964-65		1965-66		1966-67	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total Number in Class	136	100	177	100	177	100	167	100	184	100
Number with Plans to Enter College	98	72	121	68	136	77	106	63	116	63
Number Entering Training of Less than College Grade	11	8	23	13	15	8	17	10	30	16
Number Planning to Enter the Fields of Science, Math, and Modern Foreign Languages	24	18	37	21	31	18	36	22	42	23
Number Planning to Enter the Field of Teaching	30	22	35	20	35	20	28	17	29	16
Number Going Directly into Regular Employment	11	8	16	9	11	6	12	7	7	4
Number Going Immediately into Military Service	3	2	3	2	4	2	4	2	15	8
Number of Preceding Category Who Plan to Enter College Later	1	1	3	2	2	1	4	2	3	2
Others (Married and No Plans for Training or Employment)	9	7	11	6	7	4	11	7	9	5
Number with No Plans at all	4	3	4	2	1	1	3	2	0	0

* Data available for white school only during 1962-63.

Table 26: AGE, EDUCATION, AND NUMBER OF YEARS SINCE MAGNOLIA SCHOOL PERSONNEL HAVE ATTENDED COLLEGE

Type of Personnel	No.	Ave. Age	Degrees No. of Bachelors	 No. of Masters	No. of Emergency Certificate	Ave. No. of Years Since Last Schooling
Elementary Teachers	54	40.5	49	5	0	4.1
Secondary Teachers	57	37.7	42	15	1	2.9
Administrators	7	54.1	0	7	0	3.6
Auxiliary Personnel	9	46.7	4	5	0	1.2
TOTAL	127	41.2	95	32	1	3.3

SURVEY OF FACILITIES

An important aspect of the feasibility study was to survey the physical facilities of the Magnolia School District and evaluate the efficiency of use, capital investments, and usability of buildings for present and future educational programs.

Efficiency of Building Use

A space utilization study was made of the instructional use of classroom facilities. This study revealed the following information:

Table 27: UTILIZATION OF SPACE IN MAGNOLIA SCHOOL SYSTEM

Building	Number of Classrooms	Student Capacity of Classrooms	Actual No. of Students	Percent Use
Columbia Elementary	13	13x30=390 (375)*	346	92.2
Calhoun Elementary	8	8x30=240 (210)**	184	87.6
Central Elementary	19=	19x30=570 (555)*	538	96.9
East Side Elementary	12	12x30=360	349	96.9
West Side Elementary	6	6x30=180	181	100.5
Magnolia Junior High	22	22x30=660	579	87.7
Columbia High School	17	17x30=510	480	94.1
Magnolia High School	23	23x30=690	514	74.5
TOTAL	120	3,600 (3,540)***	3,171	89.6

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* One room is used for special education with a maximum size class of 15 children.

** Two rooms are used for special education with a maximum size class of 15 children each.

*** Adjusted student capacity of all rooms counting the special education classes.

The percent use of each building in the school system varies from 74.5 percent to over 100 percent use. The average percent use of all buildings is 88 percent. The percent of utilization will have a direct bearing on the cost of operating each building. The lower the percentages of use, the higher the cost of operation. The 89.6 percent average use of classroom space is considered good for where lunchrooms are involved as classrooms, and special equipped classrooms are used, 100 percent is not feasible.

Capital Investments

To assist in appraising the feasibility of renovating existing buildings or constructing new facilities, a study was made to determine the original investments in each school building and the additional improvements to the various buildings. The information presented below indicates the cost of sites, buildings, and capital improvements of each school building in the school system. The date of each addition has been given in order to show the historical development of each facility. It should be noted that Columbia, Central, and Magnolia Junior High School have been in existence for 20 or more years. The total amount of investments in school facilities at the present time is $3,327,088.

Table 28: MAGNOLIA SENIOR HIGH SCHOOL SITE AND BUILDINGS

Year	Facility	Cost
1958	Purchase of Site (Bradley, $30,585; Graham, $32,917; Shinn, $1,100)	$ 64,602
1958	Paving and Site	35,529
1958	Construction of Buildings	950,128
1958	Equipment for Buildings	45,038
1958	Football Field and Track	25,000
1958	Concrete Walks, Parking Area, Fence and Other Improvements	10,400
1963	Paving	1,000
1967	Stadium	175,000
	TOTAL	$1,306,697

Table 29: COLUMBIA ELEMENTARY AND HIGH SCHOOL SITE AND BUILDINGS

Year	Facility	Cost
1913	Site of 6 acres; price not known.	
1913	Constructed two-story frame building (Elementary School) for Grades 1-8; price not known.	
1936	Constructed a Home Economics Cottage (WPA) - - - - - -	$ 3,787
1937	Constructed a Vocational Agriculture Shop (WPA)- - - -	
1941	Constructed Brick Veneer two-story combination elementary and high school building (NYA) Replaced old Elementary School - - - - - - - - - - - - -	22,139
1948	Two-story building burned.	
1948	Constructed new elementary building (5 rooms)- - - - -	70,000
1950	Constructed Gymnasium- - - - - - - - - - - - - - - - - -	50,000
1952	Moved four-room building from Union Center - elementary building (renovated, Brick Veneer)- - - - -	25,000
1954	Constructed cafeteria- - - - - - --- - - - - - - - - - -	18,000
1955	Constructed elementary building connecting two existing elementary buildings together (6 classrooms, teachers' lounge, custodian storeroom, health room, office)- -	60,000
1956	Constructed new Vocational Agriculture Shop - Used old one for music- - - - - - - - - - - - - - - - - - -	12,000
1961	Addition to High School constructed- - - - - - - - - -	40,521
1963	Bought Lot--Sam More Estate- - - - - - - - - - - - - -	1,500
1964	Sold old Vocational Agriculture Shop.	
1965	Auditorium Constructed - - - - - - - - - - - - - - - - - -	105,187
1965	Home Economics Cottage Remodeled - - - - - - - - - - - -	4,622
1966	Cafeteria Remodeled- - - - - - - - - - - - - - - - - - - -	45,000
	TOTAL - - - - - - - - - - - -	$517,756

Table 30: MAGNOLIA JUNIOR HIGH SITE AND BUILDINGS

Year	Facility	Cost
1948-49	Site (From Several Sources)	$ 32,000
1949-50	Building	107,443
1949-50	Auditorium	50,000
1957	Home Economics Classrooms	52,306
1959	Rest Rooms	5,550
1961	Industrial Art Building	18,867
1962-63	Additions to Junior High	382,161
1963	Site Improvement	2,000
	TOTAL	$650,327

Table 31: CENTRAL ELEMENTARY SCHOOL SITES AND BUILDINGS

Year	Facility	Cost
1890	The public school building on present site was a small frame building.	
1894	The Southwest Academy was built. The Academy burned.	
1938	Present building was erected Insurance	$ 50,706 30,000
1938-39	Additional Site	2,147
1938-39	Building	32,608
1944-45	Lunchroom and Music Rooms	9,098
1948-49	Basement Addition	44,656
1966	Lunchroom Improvement	45,000
	TOTAL	$214,215

Table 32: CALHOUN HEIGHTS SCHOOL SITE AND BUILDINGS

Year	Facility	Cost
1960	Burns Estate	25,018
1961	Building	146,180
1961	Sewer work, $2,793; Site work, $1,600; and Fence, $1,302	5,695
	TOTAL	$176,893

Table 33: EAST SIDE ELEMENTARY SCHOOL SITE AND BUILDING

Year	Facility	Cost
1955	Hollinsworth property	$ 30,000
1956	Building	229,000
1963	Paving	2,200
	TOTAL	$261,200

Table 34: WEST SIDE ELEMENTARY SCHOOL SITE AND BUILDING

Year	Facility	Cost
1953	Site	$ 10,000
1953	Building	148,000
	TOTAL	$158,000

Appraisal of Facilities

An intensive appraisal was made of each school building by experts in the school building field. They were requested to look at the adequacy of each building and the cost of operating each school. In addition, the experts made a detailed appraisal of the Columbia schools and provided space and cost requirements for construction of a vocational complex. It should be noted that they suggested the possibility of abandoning the Columbia school site. Information obtained from the school buildings experts is found in Tables 35 to 39.

The consultants were also requested to make an analysis of need for facilities for each of three alternative plans. Plan I assumed the abandonment of the present non-white buildings for instructional use, changing to a 4-4-4 organizational pattern, and the addition of a kindergarten program. Plan II assumed that Calhoun, Columbia, and West Side buildings would not be used for instructional purposes; Central and the Junior High School would become a middle school, and Magnolia High School would become one comprehensive high school. Under this plan the organizational pattern would be a 4-4-4 system with kindergarten added. Plan III assumed the continuance of the present 6-3-3 organizational pattern with the present non-white schools being abandoned for instructional use. An analysis of each of the plans and the needed facilities for each are found in Tables 40, 41, and 42.

The final charge to the school building experts was to determine the space requirements for housing a central administration staff and a special service division staff. The latter was based on the assumption that regional services would continue. Space requirements for these functions are found in Tables 43 and 44.

Table 35: INVENTORY OF FACILITIES BY SCHOOL

Name of School	Cl. Rooms		NUMBER AND TYPE															
	S.C.	Reg.	Administration	Art	Agriculture	Auditorium	Band	Choral	Cafeteria	Guidance	Home Economics	Industrial Arts	Language Lab	Gymnasium	Library	Science Lab	Special Ed.	Typing Lab
Calhoun Hts. Elementary		8	X						Assembly Only									
*Central Elementary		18	X			X			X	X					Clrm. Size X		Small X	
Columbia Elementary and High		24	X		X	X		X	X	Small X	X			X	High School Only	X	Small X	X
East Side Elementary	3	9	X						X								Small X	
**Magnolia Jr. High		15	X	X		X	X	X	Dining in Gym	X	X	X		X	X	X		
Magnolia Sr. High		14	X	X	X	Little Theater	X		X	X	X		X	X	X	X		X
West Side Elementary	2	4	X						X								Small X	

* Does not include three small music studios

** Does not include classroom in gymnasium

** Includes audio-visual rooms

Table 36: COST OF OPERATION BY SCHOOL,[a] MAGNOLIA SCHOOL DISTRICT

	COSTS					
Name of School	Instruction and Admin.	Utilities & Telephone	Custodial Salaries	Total	No. of Students	Cost Per Student
Calhoun Heights	$ 54,352	$ 1,489	$ 963	$ 56,804	198	$286.89
Central Elementary	107,660	2,539	2,588	112,787	604	186.73
Columbia High and Columbia Elementary	174,193	5,249	2,580	182,022	916	198.71
East Side Elementary	71,345	2,544	2,220	76,109	346	219.97
Magnolia Junior High	123,416	6,052	2,580	132,048	556	237.50
Magnolia Senior High	139,514	12,698	3,120	155,332	517	300.45
West Side Elementary	43,518	1,400	2,352	47,270	209	226.17
TOTAL	$713,998	$31,971	$16,403	$762,372	3,346	$227.85
TOTAL ELEMENTARY				$292,970	1,357	$215.90

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[a] Excludes library, maintenance and instructional supply costs in all cases.

Table 37: APPRAISAL OF EDUCATIONAL ADEQUACY OF FACILITIES, COLUMBIA EL

P - Poor F - Fair G - Good E - Excellent

SPACE COMPONENT	Size				Equipment				Seating				PHYSIC								
													Aesthetics				Seeing				
	P	F	G	E	P	F	G	E	P	F	G	E	P	F	G	E	P	F	G	E	P
Elementary Building, 1952																					
Classrooms	X				X				X				X				X				
Toilet Rooms	X				X								X								
Elementary Building, 1956																					
Classrooms		X				X				X				X				X			
Elementary Building, 1948																					
Classrooms	X				X					X				X			X				
Toilet Rooms		X				X								X							
High School Building, 1948																					
Classrooms			X			X				X			X				X				
Science Lab			X			X				X			X				X				
Administration Office	X				X					X				X				X			
Toilets			X		X								X								
High School Addition, 1961																					
Library			X		X				X				X				X				X
Classrooms			X			X				X				X			X				
Typing Lab	X				X				X				X				X				X
Auditorium, 1965			X			X				X				X					X		
Home Economics, 1936			X			X			X					X				X			
Cafeteria, 1954																					
Dining Room	X					X				X			X								
Kitchen			X				X														
Shop Building, 1956																					
Classroom			X		X				X				X				X				
Shop	X				X				X				X				X				X
Gymnasium, 1950																					
Dressing Rooms	X				X								X				X				
Gym Floor			X			X							X					X			
Bleachers			X						X				X					X			X
Music Room	X				X				X				X				X				X
Overall Evaluation	X				X				X				X				X				X

OF FACILITIES, COLUMBIA ELEMENTARY AND HIGH SCHOOL

E - Excellent

PHYSICAL ENVIRONMENT																								Overall			
Aesthetics				Seeing				Hearing				Safety				Sanitation				Temperature							
P	F	G	E	P	F	G	E	P	F	G	E	P	F	G	E	P	F	G	E	P	F	G	E	P	F	G	E
X				X					X			X				X					X			X			
X																X								X			
	X				X				X			X					X				X				X		
	X			X					X			X				X					X			X			
	X															X								X			
X				X					X			X				X					X				X		
X				X					X			X				X					X				X		
	X				X				X			X					X				X			X			
X																X								X			
X				X				X					X				X				X			X			
	X			X					X				X				X				X				X		
X				X				X					X				X				X			X			
	X					X				X				X				X				X				X	
	X				X					X				X				X				X			X		
X												X					X				X				X		
													X				X								X		
X				X					X				X			X					X			X			
X				X				X				X				X					X			X			
X				X								X				X				X				X			
X					X				X			X				X					X			X			
X					X			X				X				X					X			X			
X				X				X				X				X				X				X			
X				X				X				X				X				X				X			

Table 38: BUILDING COMPONENTS REQUIRING IMPROVEMENT, RENO
REPLACEMENT BY BUILDING, COLUMBIA ELEMENTARY AN

ITEM	BUILDIN					
	Elementary Addition #1	Elementary Addition #2	Elementary	High School	High School Annex	Gy
Floors	X	-	-	X	-	
Roof Replacement	X	X	X	X	-	
Ckbd. Replacement	X	-	X	X	-	
Replacement of Doors (Ext. & Int.)	X	X	X	X	-	
Hardware Replacement	X	X	X	X	-	
Fire Alarm System	X	X	X	X	X	
Window Replacement	X	-	X	X	-	
Toilet Room Renovation	X	X	X	X	-	
Exit Signs	X	X	X	X	X	
Lighting Improvement	X	X	X	X	-	
Wiring Improvement	X	X	X	X	-	
Glare Control	X	-	X	-	X	
Painting	X	X	X	X	X	
Heating Replacement	X	X	X	X	X	
DATE OF CONSTRUCTION	(R) 1952	1955	1948	1948	1961	
SQUARE FOOTAGE	3640	6832	2548	9472	4952	1
INITIAL INVESTMENT	25,000	60,000	70,000	60,000	40,521	5
ESTIMATED COST OF IMPROVEMENTS	$24,600	41,994	16,052	63,936	7,618	(
TOTAL						

EQUIRING IMPROVEMENT, RENOVATION, OR
NG, COLUMBIA ELEMENTARY AND HIGH SCHOOL

BUILDING						
School	High School Annex	Gymnasium	Shop	Home Economics	Cafeteria	Auditorium
X	-	X	-	-	-	-
X	-	X	-	-	-	-
X	-	-	-	-	-	-
X	-	X	X	-	-	-
X	-	X	X	-	-	-
X	X	X	X	X	X	X
X	-	-	-	-	-	-
X	-	X	X	-	-	-
X	X	X	X	-	X	-
X	-	X	X	-	-	-
X	-	X	X	-	-	-
-	X	-	-	-	-	-
X	X	X	X	-	-	-
X	X	X	X	X	X	-
1948	1961	1950	1956	1936 (R)1965	1954 (R) 1966	1963
9472	4952	10,492	3240	1980	5548	6360
0,000	40,521	50,000	12,000	8409	62,767	105,187
3,936	7,618	62,952	7,478	2000	5,000	---
						$231,630 55,064 sq. ft.

SUMMARY OF COLUMBIA ELEMENTARY AND HIGH SCHOOL

1.	Total Cost of Rehabilitation	$231,630
2.	Total Square Feet	55,064
3.	Total Students	832
4.	Cost of Rehabilitation per square foot	$4.20
5.	Cost of Rehabilitation per student per year (10 years)	$27.84
6.	Cost of Replacement of 55,064 square feet of space at $10.00 per square foot	$550,640
7.	Cost of Replacement per student per year (20 years)	$33.09

Some authorities say that if Cost of Rehabilitation = .40 Replacement Cost, then ABANDON.

In this case, Rehabilitation Cost = .42 Replacement Cost excluding cost of remodeling for improvement in educational adequacy.

Table 39: SPACE REQUIREMENTS FOR THE VOCATIONAL EDUCATIO
PROPOSED AT MAGNOLIA HIGH SCHOOL, MAGNOLIA SCHO

TYPE OF CURRICULUM	TYPE OF SPACE	EST. ENROL.	CLASS SIZE	NO. OF CLASS SECT.
AUTOMOTIVE, MECHANICAL, AND RELATED OCCUPATIONS	Auto Mechanics Shop	12	15	1
Auto Mechanics Auto Servicing Small Engines	Classroom	--	20	-
BUSINESS AND OFFICE OCCUPATIONS				
General Business	Classroom	130	30	5
Typing	Typing Lab	180	30	6
Stenography	Shorthand Lab	25	25	1
Office Practice	Office Machines Lab	20	20	1
Bookkeeping	Bookkeeping Lab	25	30	1
PERSONAL AND HOME ECONOMICS SERVICE OCCUPATIONS	Home Economics Suite	20	20	1
	Foods Lab			
Home Management	Clothing Lab			
Child Care	Child Care Center	--	--	-
Home Management Assts.	--	--	--	-
Hair Dressing and Cosmetology	Cosmetology Lab	15	20	1
Power Sewing	--	--	--	-
Apparel Design and Construction	--	--	--	-

FOR THE VOCATIONAL EDUCATION PROGRAM
IA HIGH SCHOOL, MAGNOLIA SCHOOL DISTRICT

		EST. OF SPACE NEEDS			EST. OF COST	
CLASS SIZE	NO. OF CLASS SECT.	NO. OF UNITS	UNIT SIZE	NET SPACE	SPACE ($12/Sq. Ft.)	EQUIP.
15	1	1	4000	4000	-	$ 20,000
20	-	1	400	400	-	500
30	5	1	800	800	-	1,000
30	6	2	1200	2400	-	12,000
25	1	1	800	800	-	5,000
20	1	1	1200	1200	-	14,000
30	1	1	900	900	-	10,000
20	1	1	3000	3000	-	10,000
--	-	1	800	800	-	2,000
--	-	-	--	--	-	--
20	1	1	2000	2000	1	10,000
--	-	-	--	--	-	--
--	-	-	--	--	-	--

Table 39 (Continued)

TYPE OF CURRICULUM	TYPE OF SPACE	EST. ENROL.	CLASS SIZE	NO. OF CLASS SECT.
HEALTH AND MEDICAL RELATED OCCUPATIONS	Practical Nursing Lab	15	20	1
Practical Nursing	--	--	--	-
Nursing Aid	--	--	--	-
Medical Assistant	Classroom	--	20	-
SALES AND DISTRIBUTION				
Distributive Education	Distributive Edu. Lab	30	30	1
Diversified Occupations	D. O. Classroom	30	30	1
BUILDING CONSTRUCTION AND RELATED	Building Trades Shop			
Carpentry	Carpentry Shop	12	15	1
Cabinet Making and Millwork	--			
Brick and Blocklaying	Trowel Trades Shop	12	15	1
Electricity				
Wiring	--	--	--	-
Industrial	Industrial Electricity Lab	12	15	1
	Classroom	--	20	-
METAL FABRICATION AND RELATED				
Welding	Welding Shop	12	15	1
DRAFTING				
Trade Drawing Mechanical Drawing	Drafting Lab	24	30	1
TOTALS		574		

CLASS SIZE	NO. OF CLASS SECT.	EST. OF SPACE NEEDS NO. OF UNITS	UNIT SIZE	NET SPACE	EST. OF COST SPACE ($12/Sq. Ft.)	EQUIP.
20	1	1	2400	2400	-	5,000
--	-	-	--	--	-	--
--	-	-	--	--	-	--
20	-	1	400	400	-	500
30	1	1	1200	1200	-	6,000
30	1	1	800	800	-	3,000
15	1	1	2500	2500	-	3,000
15	1	1	2500	2500	-	6,000
--	-	-	--	--	-	--
15	1	1	2400	2400	-	4,000
20	-	1	400	400	-	500
15	1	1	2000	2000	-	10,000
30	1	1	1600	1600	-	6,000
		21		32,500	$390,000	$128,500

Table 40: ANALYSIS OF NEED -- PLAN I, MAGNOLIA SCHOOL

		I					II					III						
		Membership (Now) 1967-68					Est. Membership. Present Attendance Area 1972-73					Membership Received From Other Areas					Member Oth	
No.	Name of School	P.P.	1-4	5-8	9-12	Tot.	P.P.	1-4	5-8	9-12	Tot.	P.P.	1-4	5-8	9-12	Tot.	P.P.	1-4
1	Calhoun Heights Elementary		* 105	64		169	18	95	55		168					0	18④	95
2	Central Elementary		** 366	177		543	79	343	188		610			100③ 121④ 115③		336	40④ 39⑦	170 173
3	Columbia Elementary and High		*** 274	283	301	858	63	233	327	225	848					0	31 32	115 118
4	East Side Elementary		232	123		355	56	229	121		406	31 (3) 40 (2) 18 (1)	115③ 173② 95①			472		
5	Magnolia Jr. High			395	180	575			352	160	512			112[illegible] 55⑦ 55①		222		
6	Magnolia Sr. High				511	511				493	493				51③ 160⑤ 174③	385		
7	West Side Elementary		127	56		183	30	125	55		210	32 (3) 39 (2)	118③ 170②			359		
	TOTALS		1104	1098	992	3194	246	1025	1098	878	3247	160	671	558	385	1774	160	67

* Includes 15 Special Education Students

** Includes 15 Special Education Students

*** Includes 14 Special Education Students

- PLAN I, MAGNOLIA SCHOOL DISTRICT

III				IV					V					VI	VII	
														Capacity		
ership Received m Other Areas				Membership Sent To Other Areas					Membership to be Housed (Col. II + III - IV)					Present Desirable	Additional Needed (Col. V-VI)	Classrooms Needed
-4	5-8	9-12	Tot.	P.P.	1-4	5-8	9-12	Tot.	P.P.	1-4	5-8	9-12	Tot.			
			0	18④	95(4)	55⑤		168					0	0	0	0
	100③ 121④ 115③		336	40④ 39⑦	170⑦ 173④			422			524		524	540	0	0
			0	31 32	115④ 118⑦	112⑤ 100② 115②	51⑥ 174⑥	848					0	0	0	0
15③ 73② 95①			472			121②		121	145	612			757	360	397	13
	112③ 55⑦ 55①		222				160⑥	160			574		574	600	0	0
		51③ 160⑤ 174③	385					0				878	878	650	228	9
18③ 70②			359			55⑤		55	101	413			514	180	334	11
71	558	385	1774	160	671	558	385	1774	246	1025	1098	878	3247	2330	959	33

Table 41: ANALYSIS OF NEED -- PLAN II, MAGNOLIA SC

		I Membership (Now) 1967-68					II Est. Membership. Present Attendance Area 1972-73					III Membership Received From Other Areas					Mem
No.	Name of School	P.P.	1-4	5-8	9-12	Tot.	P.P.	1-4	5-8	9-12	Tot.	P.P.	1-4	5-8	9-12	Tot.	P.P.
1	Calhoun Heights Elementary		* 105	64		168	18	95	55		168						18④
2	Central Elementary		** 366	177		543	79	343	188		610			121④ 115③ 100③		336	29④ 50④
3	Columbia Elementary and High		*** 274	283	301	858	63	233	327	225	848						23④ 40④
4	East Side Elementary		232	123		355	56	229	121		406	29② 23③ 18①	118② 67③ 95①			350	
5	Magnolia Jr. High			395	180	575			352	160	512			112③ 55⑦ 55①		222	
6	Magnolia Sr. High				511	511				493	493				51③ 174③ 160⑤	385	
7	West Side Elementary		127	56		183	30	125	55		210						30
	New School "A"											40③ 30⑦ 50②	166③ 125⑦ 225②			636	
	TOTALS		1104	1098	992	3194	246	1029	1098	878	3247	190	796	558	385	1929	190

* Includes 15 Special Education Students.

** Includes 15 Special Education S

NEED -- PLAN II, MAGNOLIA SCHOOL DISTRICT

III					IV					V					VI	VII	
Membership Received From Other Areas					Membership Sent to Other Areas					Membership to be Housed (Col. II + III = IV)					Capacity		
															Present Desirable	Additional Needed (Col. V-VI)	Classrooms Needed
.P.	1-4	5-8	9-12	Tot.	P.P.	1-4	5-8	9-12	Tot.	P.P.	1-4	5-8	9-12	Tot.			
					18④	95④	55⑤		168					0	0	0	0
		121④ 115③ 100③		336	29④ 50④	118④ 225④			422			524		524	540		0
					23④ 40④	166④ 67④	100② 112⑤ 115②	51⑥ 174⑥	848					0	0	0	0
9② 3③ 8①	118② 67③ 95①			350			121②		121	126	599			635	360	275	9
		112③ 55⑦ 55①		222				160	160			574		574	600		0
			51③ 174③ 160⑤	385									878	878	650	228	9
					30	125	55		210					0	0		0
0③ 0⑦ 0②	166③ 125⑦ 225②			636						120	516			636	0	636	21
190	796	558	385	1929	190	796	558	385	1929	246	1025	1098	878	3247	2150	1139	39

ludes 15 Special Education Students. *** Includes 14 Special Education Students.

Table 42: ANALYSIS OF NEED -- PLAN III, MAGNOLIA SCH

		I Membership (Now) 1967-68					II Est. Membership. Present Attendance Area 1972-73					III Membership Received From Other Areas					Mem
No.	Name of School	P.P.	1-6	7-9	10-12	Tot.	P.P.	1-6	7-9	10-12	Tot.	P.P.	1-6	7-9	10-12	Tot.	P.P.
1	Calhoun Heights Elementary		* 169			169	18	150			168					0	18④
2	Central Elementary		** 543			543	79	531			610					0	
3	Columbia Elementary and High		*** 388	245	225	858	63	350	253	182	848					0	47⑦ 16④
4	East Side Elementary		355			355	56	350			406	16③ 18①	100③ 150① 70②			354	
5	Magnolia Jr. High			575		575			512		512			253③		253	
6	Magnolia Sr. High				511	511				493	493				182③	182	
7	West Side Elementary		183			183	30	180			210	47③	250③			297	
	TOTALS		1638	820	736	3194	246	1561	765	675	3247	81	570	253	182	1086	81

* Includes 15 Special Education Students

** Includes 15 Special Education Students

*** Includes 14 Special Education Students

EED -- PLAN III, MAGNOLIA SCHOOL DISTRICT

III					IV					V					VI	VII	
Membership Received From Other Areas					Membership Sent to Other Areas					Membership to be Housed (Col. II + III = IV)					Capacity		
															Present Desirable	Additional Needed (Col. V-VI)	Classrooms Needed
.P.	1-6	7-9	10-12	Tot.	P.P.	1-6	7-9	10-12	Tot.	P.P.	1-6	7-9	10-12	Tot.			
				0	18④	150④			168					0	0	0	0
				0		70④			70	79	461			540	540	0	0
				0	47⑦ 16④	250⑦ 100④	253⑤	182⑥	848					0	0	0	0
16③ 18①	100③ 150① 70②			354					0	90	670			760	360	400	13
		253③		253					0			765		765	600	165	6
			182③	182					0				675	675	650	25	1
47③	250③			297					0	77	430			507	180	327	11
81	570	253	182	1086	81	570	253	182	1086	246	1561	765	675	3247	2330	917	31

Table 43: POTENTIAL SPACE REQUIREMENTS FOR THE STAFF OF THE CENTRAL ADMINISTRATION, MAGNOLIA SCHOOL DISTRICT

Type of Position	No. of Persons	Type Space	No. of Units	Unit Size	Approximate Square Feet
Superintendent	1	Office	1	250	250
Director of Curriculum	1	Office	1	120	120
Director of Guidance	1	Office	1	120	120
Coordinator of Music	1	Office	1	120	120
Director of Food Services	1	Office	1	120	120
Director of Transportation	1	Office	1	120	120
Elementary Supervisor	1	Office	1	120	120
Director of Materials Center	1	Office	1	120	120
Attendance Officer	1	Office	1	120	120
Supervisor of Libraries	1	Office	1	120	120
Clerical and Steno Workers	8	Offices	8	125	1,000
		Reception	4	200	800
		Materials Center	1		2,000
		Work Room	3	400	1,200
		Professional Library	1		1,000
		Data Processing	2		1,000
		Records	2	300	600
		Storage	10	150	1,500
		Conference Room	1	400	400
TOTAL NET SPACE					10,830
GROSS SPACE			1.42 X 10,830		15,378

Table 44: POTENTIAL SPACE REQUIREMENTS FOR THE STAFF OF THE REGIONAL SERVICES DIVISION, MAGNOLIA SCHOOL DISTRICT

Type of Position	No. of Persons	Type Space	No. of Units	Unit Size	Approximate Square Feet
Director of Diagnostic Center	1	Office	1	200	200
Psychologist	1	Office	1	120	120
Counselor	1	Office	1	120	120
Speech Therapist	2	Offices	2	100	200
Social Worker	2	Offices	2	100	200
Education Specialist	2	Offices	2	100	200
Nurse	1	Office	1	120	120
Pediatrician	1	Office	1	120	120
Business Manager	1	Office	1	400	400
Secretaries	4	Offices	4	175	700
Director of Regional Center	1	Office	1	200	200
Language Arts Specialist	1	Office	1	100	100
Math Specialist	1	Office	1	100	100
Science Specialist	1	Office	1	100	100
Reading Specialist	1	Office	1	100	100
Fine Arts Specialist	1	Office	1	100	100
Special Education Specialist	1	Office	1	100	100
Guidance Specialist	1	Office	1	100	100
Health Education Specialist	1	Office	1	100	100
Social Science Specialist	1	Office	1	100	100
Pre-school Specialist	1	Office	1	100	100
Educational Development Specialist	1	Office	1	125	125

Table 44 (Continued)

Type of Position	No. of Persons	Type Space	No. of Units	Unit Size	Approximate Square Feet
Home-Community Development Specialist	1	Office	1	125	125
Evaluation Specialist	1	Office	1	125	125
Dissemination Specialist	1	Office	1	125	125
Media Specialist	1	Office	1	125	125
Secretaries	5	Reception and Office	5 5	175 175	875 875
Conference Rooms		Conference Rooms	2	350	700
Storage		Store Rooms	8	250	2,000
Work Rooms		Work Rooms	4	300	1,200
TOTAL NET SPACE					8,980
GROSS SPACE		1.42 X 8,980 (Sq. Ft.)			12,750

RESOURCES: PEOPLE AND PLACES

In making the feasibility study, many resources were used. Lay committees composed of leading citizens of the community were used to study centralized common regional services. A local business and industrial committee was established to help plan vocational programs. Through the committee's effort, a survey of vocational needs of the community was made. This information was related to the expressed interests of students as indicated by a questionnaire.

Many outstanding consultants were used throughout the planning study. The consultants brought to the study expertise in many different fields ranging from the educational plaza concept to specific educational fields.

The planning staff attended many conferences, both nationally and locally, to seek possible helpful information and visited a number of exemplary schools. The various resources used during the feasibility study follows.

Table 45: A LIST OF THE CONSULTANTS USED IN THE STUDY

Dr. William Alexander, Director
Institute for Curriculum Improvement
University of Florida
Gainesville, Florida
(Middle School Curriculum)

Dr. Roy Allen
University of Arkansas
Fayetteville, Arkansas
(School Administration)

Dr. Virgil E. Blanke
Ohio State University
Columbus, Ohio
(Program Development Techniques)

Mr. Fay Bohannon
State Department of Education
Little Rock, Arkansas
(School Buildings)

Mrs. Adalie' Brent, Director
Louisiana Arts and Science Center
Baton Rouge, Louisiana
(Cultural Arts in the Community)

Dr. Dolph Camp
Regional Office of Education
Dallas, Texas
(Guidance Services)

Dr. Howard Dawson
Executive Secretary, Emeritus
Department of Rural Education
National Education Association
Washington, D. C. 20016
(Rural Education)

Dr. Walter Foley, Associate Director
Iowa Educational Information Center
University of Iowa
Iowa City, Iowa
(Information Retrieval)

Dr. Herman Frick
College of Education
Florida State University
Tallahassee, Florida
(Educational Objectives)

Dr. Robert Havighurst
University of Chicago
Chicago, Illinois
(General - Educational Parks)

Dr. Arthur Hitchcock
Professor of Education
State University of New York at Albany
Albany, New York
(Pupil Personnel)

Dr. Walter L. Hodge, Director
Governor's Council on Childhood
Development
Little Rock, Arkansas
(Early Childhood Education)

Dr. Kara Jackson
Grambling College
Grambling, Louisiana
(Counseling)

Mr. Max Jerman
Institute for Mathematical Studies
in the Social Sciences
Stanford University
Stanford, California
(Computer Assisted Instruction)

Dr. Roy Kress
Professor of Psychology
Temple University
Philadelphia, Pennsylvania
(Special Education)

Dr. Lamar Love
University of Arkansas
Fayetteville, Arkansas
(Vocational Education)

Dr. Claude Marks
University of Texas
Austin, Texas
(Special Education)

Dr. C. W. McGuffey, Executive Director
The Associated Consultants in Education
Tallahassee, Florida
(School Buildings

Dr. Glen Ovard, Coordinator
Education Experimental Program
Brigham Young University
Provo, Utah
(Individualizing Instruction)

Dr. Robert Seitzer
Superintendent of Schools
East Orange, New Jersey
(Educational Plaza)

Table 45 (Continued)

Dr. Rodney Tillman
Professor and Chairman
Department of Elementary Education
Memphis State University
Memphis, Tennessee
(Elementary Education)

Mr. Carl Whitney
Wake Forest University
Winston-Salem, North Carolina
(Continuing Education)

Table 46: PLACES VISITED DURING THE PLANNING STUDY

Miss Phillips and Miss Puckette:

January 8 -- Leto High School
Tampa, Florida

January 9 -- Broward County School (Nova School)
Ft. Lauderdale, Florida

January 10-- Melbourne High School
Melbourne, Florida

Dr. Andrew and Mr. Clemens:

February 1 -- Oakland County Intermediate Unit
Pontiac, Michigan
(Dr. William Emerson)

February 2 -- University of Michigan
Pontiac, Michigan
(Dr. Norman Harris)

Miss Phillips and Miss Puckette:

February 12 -- East Orange Schools
East Orange, New Jersey
(Dr. Robert Seitzer)

February 14 -- Barnsley Elementary School
Montgomery County, Maryland
(Mr. Charles Conroy)

February 15 -- McAnnulty School
Baldwin-Whitehall School District
Pittsburgh, Pennsylvania
(Mr. Joe Bruni)

February 16 -- Maury School
Richmond, Virginia
(Mrs. Elizabeth Wall)

Mr. Hasley and Dr. Andrew:

April 17 -- Nova School
Ft. Lauderdale, Florida

Table 47: LAY COMMITTEE MEMBERSHIP FROM MAGNOLIA AREA

Mr. Carlton Hasley
Superintendent of Schools
Magnolia, Arkansas

Mr. Paul Shipley
Superintendent of Schools
Lewisville, Arkansas

Mrs. Pauline Moore
Stephens
Arkansas

Mr. Ernest Henderson
613 Doris Street
Magnolia, Arkansas

Dr. Frank Irwin, Chairman
Division of Education
Southern State College
Magnolia, Arkansas

Mrs. Mattie Faye Larson
County Welfare Director
Magnolia, Arkansas

Mrs. Susie M. Rogers
Public Health Nurse
Columbia County Health Unit
Magnolia, Arkansas

Dr. R. L. Hunter
Lewisville
Arkansas

Dr. Homer Wilkins
517 North Jackson
Magnolia, Arkansas

Miss Gertrude Henderson
Assistant Home Demonstration Agent
County Building
Magnolia, Arkansas

Mayor Ves Godley
425 Margaret Street
Magnolia, Arkansas

Mr. Robert Chowning
Manager, Daily Banner News
134 South Washington
Magnolia, Arkansas

Dr. Robert Campbell, Chairman
Fine Arts Division
Southern State College
Magnolia, Arkansas

Mr. Wendell Grissom, Manager
Employment Security Division
214 South Washington
Magnolia, Arkansas

Mr. Grady Arrington
Stephens
Arkansas

Mr. Richard Warnock
Vocational Rehabilitation
400 West Oak
El Dorado, Arkansas

Mr. Leon H. Schultz
1105 North Washington
Magnolia, Arkansas

Mrs. Daphine Cannon
Taylor
Arkansas

Mr. Jimmy Henry, Pastor
First Baptist Church
Magnolia, Arkansas

Mrs. Harold Fincher
Waldo
Arkansas

Mr. Fred Rabb
529 South Clay
Magnolia, Arkansas

Table 48: LAY COMMITTEE MEMBERSHIP FROM TEXARKANA AREA

Dr. Ed Trice
Superintendent of Schools
15th and Jefferson Streets
Texarkana, Arkansas

Mr. C. D. Franks
Superintendent of Schools
Ashdown, Arkansas

Mr. Pat Thomas
1202 Stateline Avenue
Texarkana, Arkansas

Mrs. Martha Welch
Miller County Health Unit
Texarkana, Arkansas

Dr. N. W. Peacock
Ashdown
Arkansas

Dr. James E. Duke
2815 Senator
Texarkana, Arkansas

Mr. Elwood Shannon
Agricultural Extension Service
Miller County Courthouse
Texarkana, Arkansas

Mr. W. B. Coley, Editor
Little River News
Ashdown, Arkansas

Mr. J. K. Smith
KOSY
Texarkana, Arkansas

Mrs. H. E. Tye
11 Colonial Drive
Texarkana, Arkansas

Mrs. Gail Reagan
721 East 12th Street
Texarkana, Arkansas

Mr. Maurice Parker
County School Supervisor
Little River County
Ashdown, Arkansas

Mr. Floyd Nichols
3107 Senator
Texarkana, Arkansas

Mr. J. A. Buswell
Miller County Courthouse
Texarkana, Arkansas

Mrs. David Orr
2306 Beech Street
Texarkana, Arkansas

Miss Georgia Daily
Texarkana Public Schools
Texarkana, Arkansas

Mr. Marion Crank
Foreman
Arkansas

Mr. C. M. Dunlap
Doddridge, Arkansas
Arkansas

Mr. Morris Holmes
Route 1 Box 141
Ida, Louisiana

Mr. John Davenport
Fouke
Arkansas

Mrs. Artie Calloway
Arkansas High School
Texarkana, Arkansas

Mr. Bill Beck
Ashdown
Arkansas

Mrs. Dorothy Jones
Washington High School
Texarkana, Arkansas

Mrs. Morris Haak
Miller County Courthouse
Texarkana, Arkansas

Mr. Lester Henderson
Ashdown, Arkansas

Mr. H. H. Orton
Ashdown, Arkansas

Table 49: LAY COMMITTEE MEMBERSHIP FROM HOPE AREA

Mr. James H. Jones
Superintendent of Schools
Hope, Arkansas

Mr. Earl Downs
Hope
Arkansas

Mr. J. W. Rowe
Red River Vocational School
Hope, Arkansas

Mrs. Inez Turner
Hempstead County Courthouse
Hope, Arkansas

Mrs. Don Sillivan
24th Street
Hope, Arkansas

Dr. Lester Sitzes
413 East 15th Street
Hope, Arkansas

Dr. Forney G. Holt
412 East 15th Street
Hope, Arkansas

Mr. Calvin Caldwell
1413 South Hervey
Hope, Arkansas

Mr. Cayce Smith
821 Berry
Hope, Arkansas

Mr. Haskell Jones
318 Oaklawn
Hope, Arkansas

Mrs. Thomas Hays, Jr.
407 East 14th Street
Hope, Arkansas

Mr. J. T. Bowden
700 South Elm
Hope, Arkansas

Mr. Harold Stephens
Blevins, Arkansas

Mr. George Frazier
506 East Second
Hope, Arkansas

Mr. Clyde Fouse
320 East 14th Street
Hope, Arkansas

Mr. W. V. Rutherford
520 East Shover
Hope, Arkansas

Mr. J. E. Smith
Superintendent of Schools
Prescott, Arkansas

Miss Frances Thrasher
Prescott, Arkansas

Mrs. Twyla Arnett
Nevada County Department of
Public Welfare
Prescott, Arkansas

Mrs. Max Kitchen
Public Health Office
Prescott, Arkansas

Dr. Charles Avery
Prescott, Arkansas

Dr. Wayne Jordan
Prescott, Arkansas

Mr. Adrian Brackman
Prescott, Arkansas

Mr. Archie Johnson
Prescott, Arkansas

Mr. Larry Wahlquist
Prescott, Arkansas

Mr. Al Evans
Prescott, Arkansas

Mrs. Adam Guthrie, Jr.
Prescott, Arkansas

Mrs. J. R. Bemis
Prescott, Arkansas

Mr. Jim Morris
Prescott, Arkansas

Table 50: LAY COMMITTEE MEMBERSHIP FROM CAMDEN AREA

Mr. Wyley Elliott
Superintendent of Schools
Camden, Arkansas

Mrs. Lois H. Nelson
431 Short Avenue, S. W.
Camden, Arkansas

Mr. Charles Ross, Director
Southwest Technical Institute
East Camden, Arkansas

Miss Julia Westfall
942 Lyons Lane, S. W.
Camden, Arkansas

Mrs. Don Broach
927 McCullough Street, N. W.
Camden, Arkansas

Dr. John H. Miller
816 Clifton Street, N. W.
Camden, Arkansas

Dr. W. E. Marsh
423 Broadway Avenue, N. W.
Camden, Arkansas

Mr. E. A. Wilson
611 Sharp Avenue, N. W.
Camden, Arkansas

Mr. Al Rose
426 Cleveland Avenue, N. W.
Camden, Arkansas

Mr. Johnny Harrell, Sr.
Radio Station KJWH
Camden, Arkansas

Mr. Tommy Bensburg
P. O. Box 219
Camden, Arkansas

Mr. W. W. Humphries
502 Broadway Avenue, N. W.
Camden, Arkansas

Mr. Gerald Barnes
1358 Harper Avenue, N. W.
Camden, Arkansas

Mr. Mac Owens
Hampton, Arkansas

Mrs. R. L. McAlister
280 North Street, S. W.
Camden, Arkansas

Dr. Tom Meek
813 Glaswell Street, S. W.
Camden, Arkansas

Mrs. T. E. Watts
1251 Mary Lane, N. W.
Camden, Arkansas

Miss Mary Lou Parker
Camden High School
Camden, Arkansas

Mr. George R. Shankle
532 Washington Street, N. W.
Camden, Arkansas

Mrs. Sue Dunn
County Health Nurse
Ouachita County Hospital
Camden, Arkansas

Mr. Hodge Phillips
Superintendent of Schools
Hampton, Arkansas

Mrs. Frances Dunn
Hampton, Arkansas

Mrs. Annie Hollis
Calhoun County Welfare Office
Hampton, Arkansas

Mrs. Mary Rowen
Public Health Department
Hampton, Arkansas

Mr. James O'Dell
Superintendent of Schools
Thornton, Arkansas

Mr. D. W. Wells
Hampton, Arkansas

Mr. Searcy Harrell, President
Bank of Hampton
Hampton, Arkansas

Mr. Wayne Swaim
County Agent
Hampton, Arkansas

Table 51: LAY COMMITTEE MEMBERSHIP FROM EL DORADO AREA

Mr. Billy Ray White
Director of Curriculum
Oil Belt Vocational School
El Dorado, Arkansas

Mrs. Philemmer Bray
Route 5 Box 42
El Dorado, Arkansas

Mrs. Amanda Milner
1216 East First
El Dorado, Arkansas

Mr. Horace Williamson
2211 East Main
El Dorado, Arkansas

Mrs. Mildred Williamson
2211 East Main
El Dorado, Arkansas

Sister Mary Brendan
Holy Redeemer School
1103 West Cedar
El Dorado, Arkansas

Mr. Corbin McKinnon, Director
Oil Belt Vocational Technical School
El Dorado, Arkansas

Mrs. Ethyl Hadden
1122 North Highland
El Dorado, Arkansas

Dr. George Warren
Smackover, Arkansas

Dr. Bill West
2505 Forestlawn Drive
El Dorado, Arkansas

Mr. Robert Haney
Agricultural Extension Service
Union County Courthouse
El Dorado, Arkansas

Miss Frances Cordell
El Dorado Daily News
El Dorado, Arkansas

Mr. John Long
1900 East Faulkner
El Dorado, Arkansas

Mr. Gerald Kizer
2400 Calion Road
El Dorado, Arkansas

Mrs. Aaron T. Morgan
1700 North Jefferson
El Dorado, Arkansas

Mr. Leonard Pessus
1703 Calion Road
El Dorado, Arkansas

Mr. S. O. Reynolds
609 West Block
El Dorado, Arkansas

Mr. Max Mitchum
Smackover State Bank
Smackover, Arkansas

Mr. Chester Ross
2104 Helena
El Dorado, Arkansas

Mr. John Stockburger
400 Clarmont Drive
El Dorado, Arkansas

Mrs. DeWanda Fambrough
Smackover, Arkansas

Mr. O. G. Smith
1101 Raymond
El Dorado, Arkansas

Mr. King Burton
1704 West Cedar
El Dorado, Arkansas

Mr. Doyle Terrell
Norphlet, Arkansas

Mr. Corbit White
Strong, Arkansas

Mr. J. D. Vestal
Huttig, Arkansas

Table 51 (Continued)

Mr. W. D. Tommey
Superintendent of Schools
1115 West Hillsboro
El Dorado, Arkansas

Mr. Colon Watson
Mt. Holly
Arkansas

Mr. James Riley, Coordinator
El Dorado Public Schools
1115 West Hillsboro
El Dorado, Arkansas

Mr. Ira Reynolds
Route 6
El Dorado, Arkansas

Table 52: THE MEMBERSHIP OF THE LOCAL BUSINESS AND INDUSTRIAL COMMITTEE

Mr. Ralph Acerra
1011 Foster Street
Magnolia, Arkansas

Mr. Steve Bradley
405 West Calhoun
Magnolia, Arkansas

Mrs. Florence Buchanan
Peach Street
Magnolia, Arkansas

Mr. Roger Chamberlin
Crestview Addition
Magnolia, Arkansas

Mr. J. A. Craig
1803 Monzingo Drive
Magnolia, Arkansas

Mr. Don Fuller
1420 Colquitt
Magnolia, Arkansas

Mr. Wendell Grissom
512 Ruth Street
Magnolia, Arkansas

Mr. William Hedden
922 Highland Drive
Magnolia, Arkansas

Mr. Archie Monroe
1003 Lawton Circle
Magnolia, Arkansas

Mr. Robert Shanhouse
1016 Lawton Circle
Magnolia, Arkansas

Mr. Roger Smith
301 Smith Street
Magnolia, Arkansas

Mr. Joe Street
1804 Pineview
Magnolia, Arkansas

Mr. G. B. Tucker
Howard Building Center
Magnolia, Arkansas

Mr. Bill Waymack
412 Engler
Magnolia, Arkansas

Mr. Rodney Shaw
1505 Colquitt
Magnolia, Arkansas

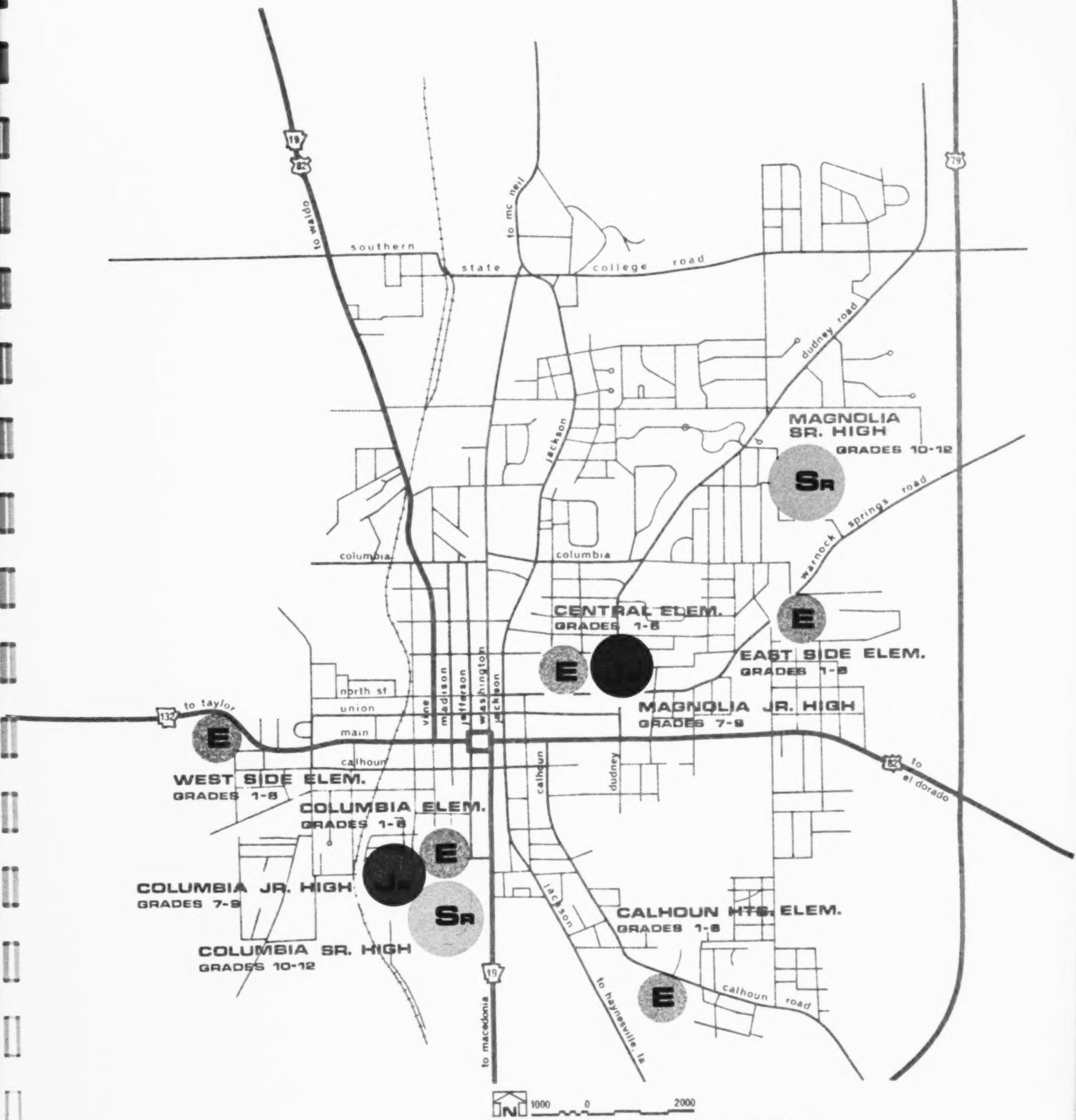
THE PROPOSED EDUCATIONAL COMPLEX

After a thorough study of facilities, educational programs, and costs, the planning staff feels that the development of an Educational Complex is the most feasible approach to the solution of our educational problems. The complex assumes that like educational functions will be centered on one geographical site. For example, all elementary schools will be located on one site, all middle schools will be located on another, and a comprehensive high school will be located on a third. Central common facilities would be located on another site. The educational complex attempts to provide:

1. Centrally organized common facilities and services to all schools in the complex;
2. Opportunities for children to study, associate, and play with children from all socio-economic, religious, and racial backgrounds;
3. A cultural and recreational center for the people in the complex area;
4. Comprehensive educational programs for persons of all ages according to their needs and abilities;
5. Research, development, planning, and evaluation activities;
6. Effective management procedures relevant to the organizational structure of the complex; and
7. Quality teaching to all students.

Proposed Phase Development

The attached charts outline the proposed development of the educational complex in phases. The development plan attempts to make the most efficient use of existing facilities and yet provide the desired programs and services. The planning staff feels that the 4-4-4 organizational pattern has much merit and provides more flexibility than the present organizational structure. The increased flexibility provides the avenue for developing innovative and individualized programs. No time schedule was placed on the development of the complex since such factors as community readiness, financial resources, and staff development will determine when each phase can be initiated.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MAGNOLIA PUBLIC SCHOOLS
EDUCATIONAL COMPLEX : PRESENT STATUS
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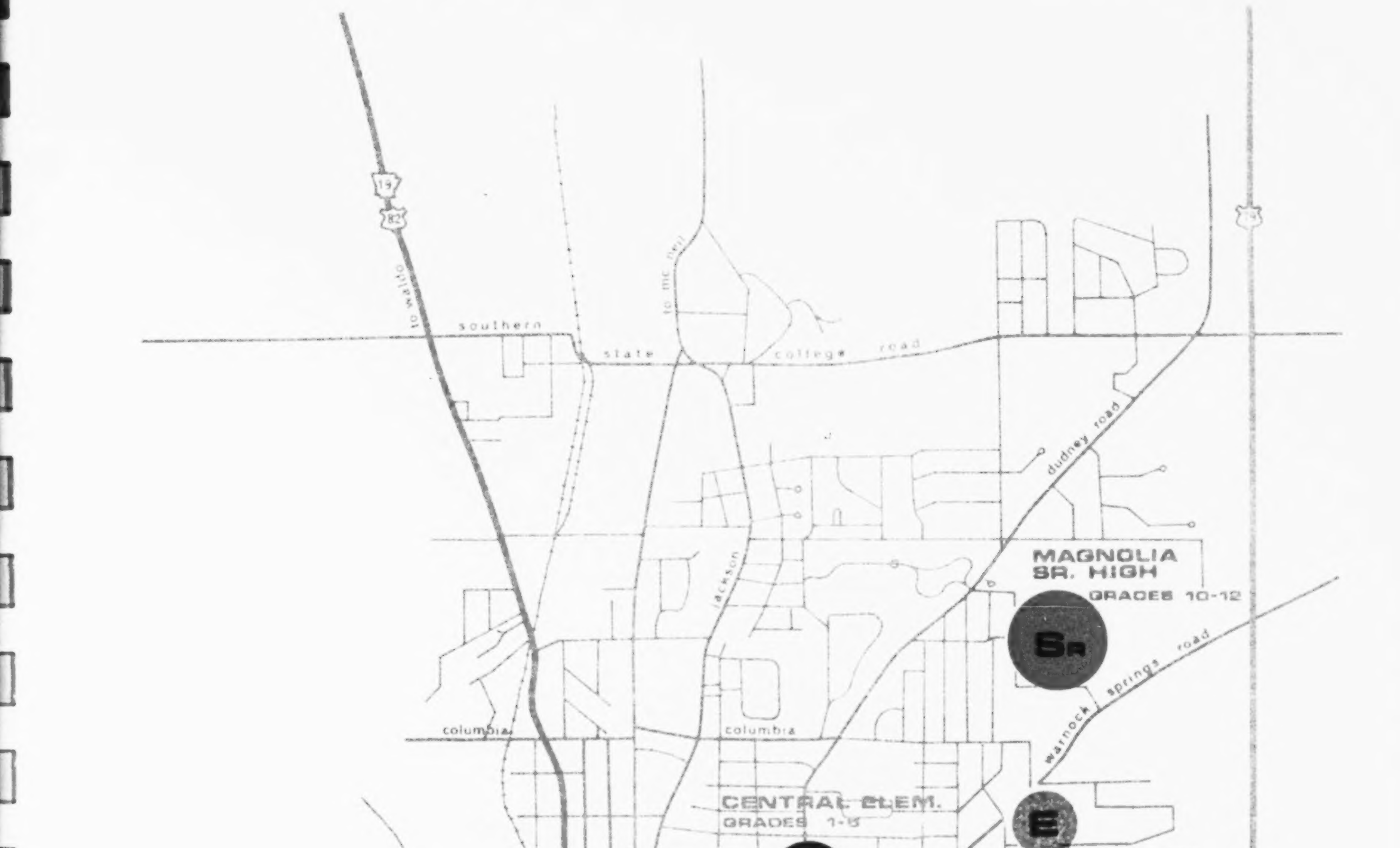
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MAGNOLIA PUBLIC SCHOOLS
EDUCATIONAL COMPLEX : PHASE 1
MAGNOLIA · ARKANSAS
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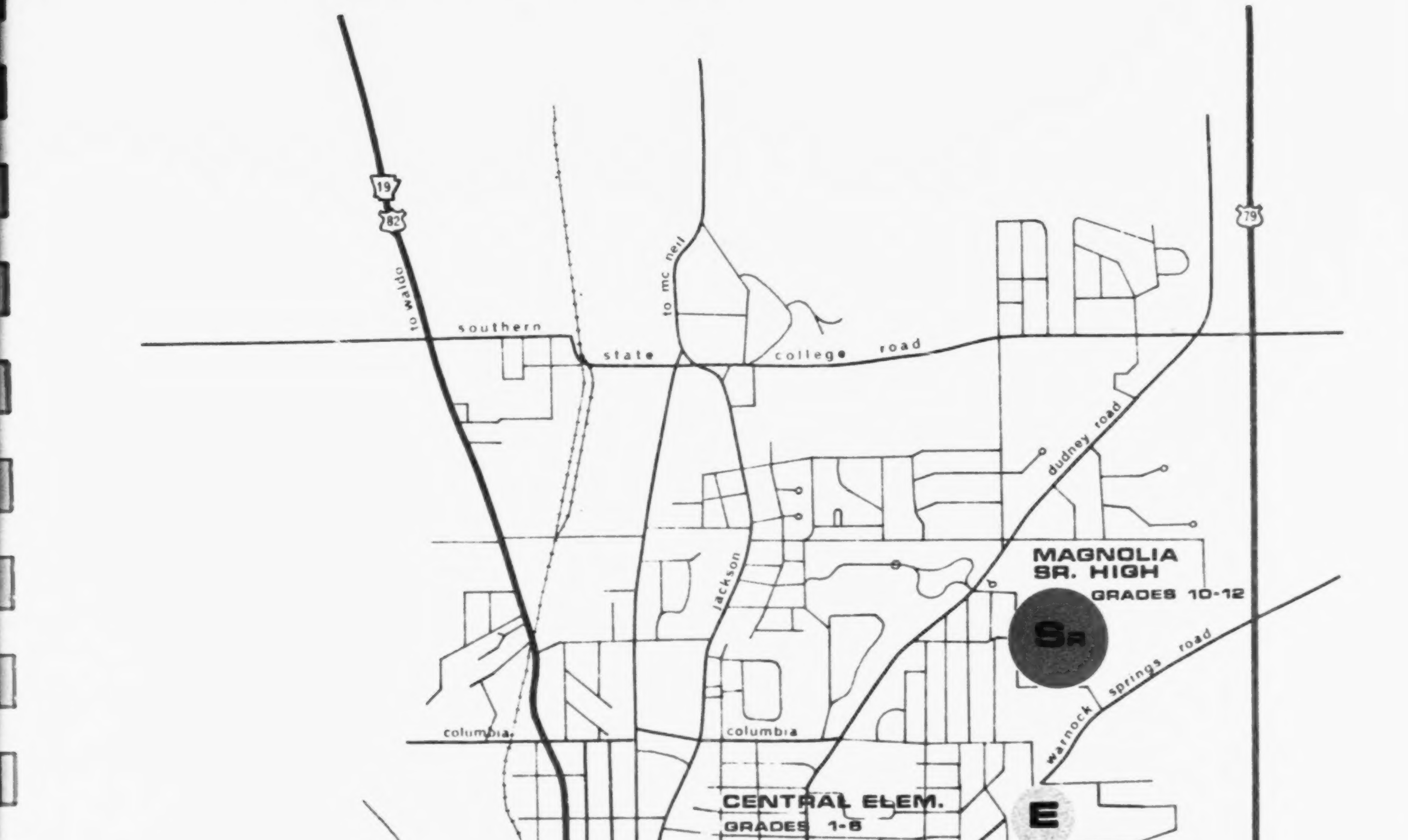

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MAGNOLIA PUBLIC SCHOOLS
EDUCATIONAL COMPLEX : PHASE 2
MAGNOLIA · ARKANSAS
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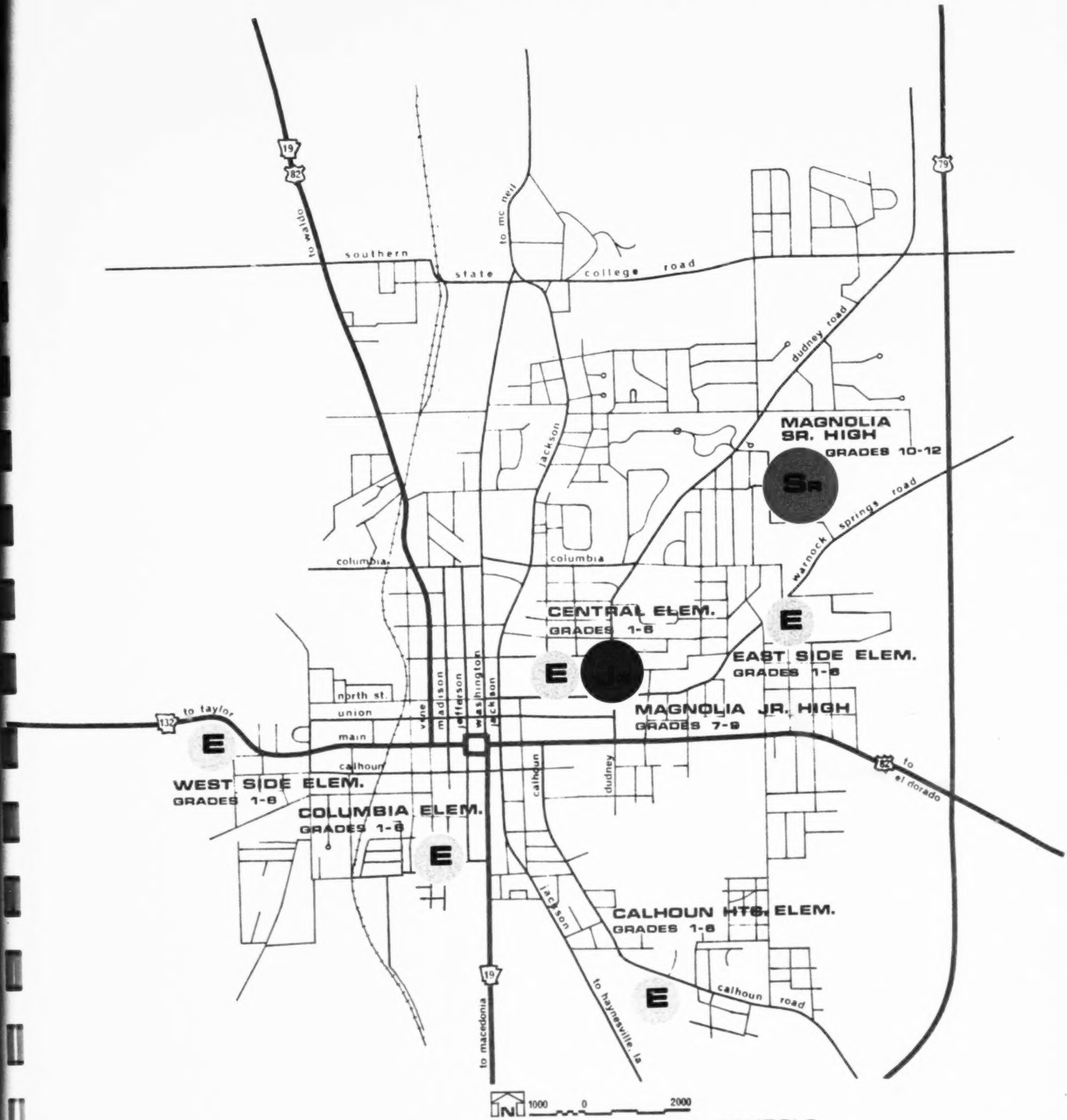
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MAGNOLIA PUBLIC SCHOOLS
EDUCATIONAL COMPLEX : PHASE 2
MAGNOLIA · ARKANSAS
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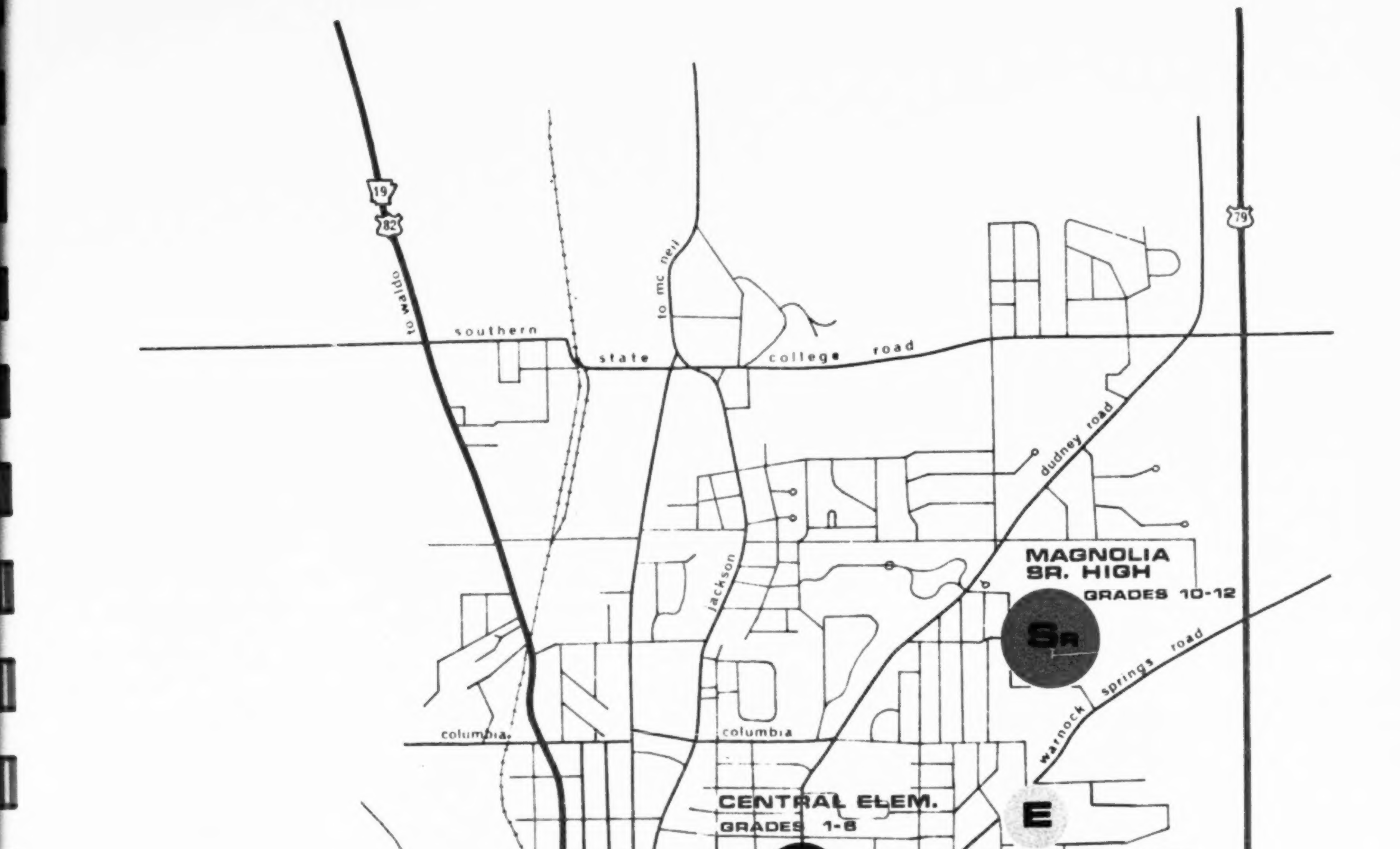
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MAGNOLIA PUBLIC SCHOOLS
EDUCATIONAL COMPLEX : PHASE 2
MAGNOLIA · ARKANSAS
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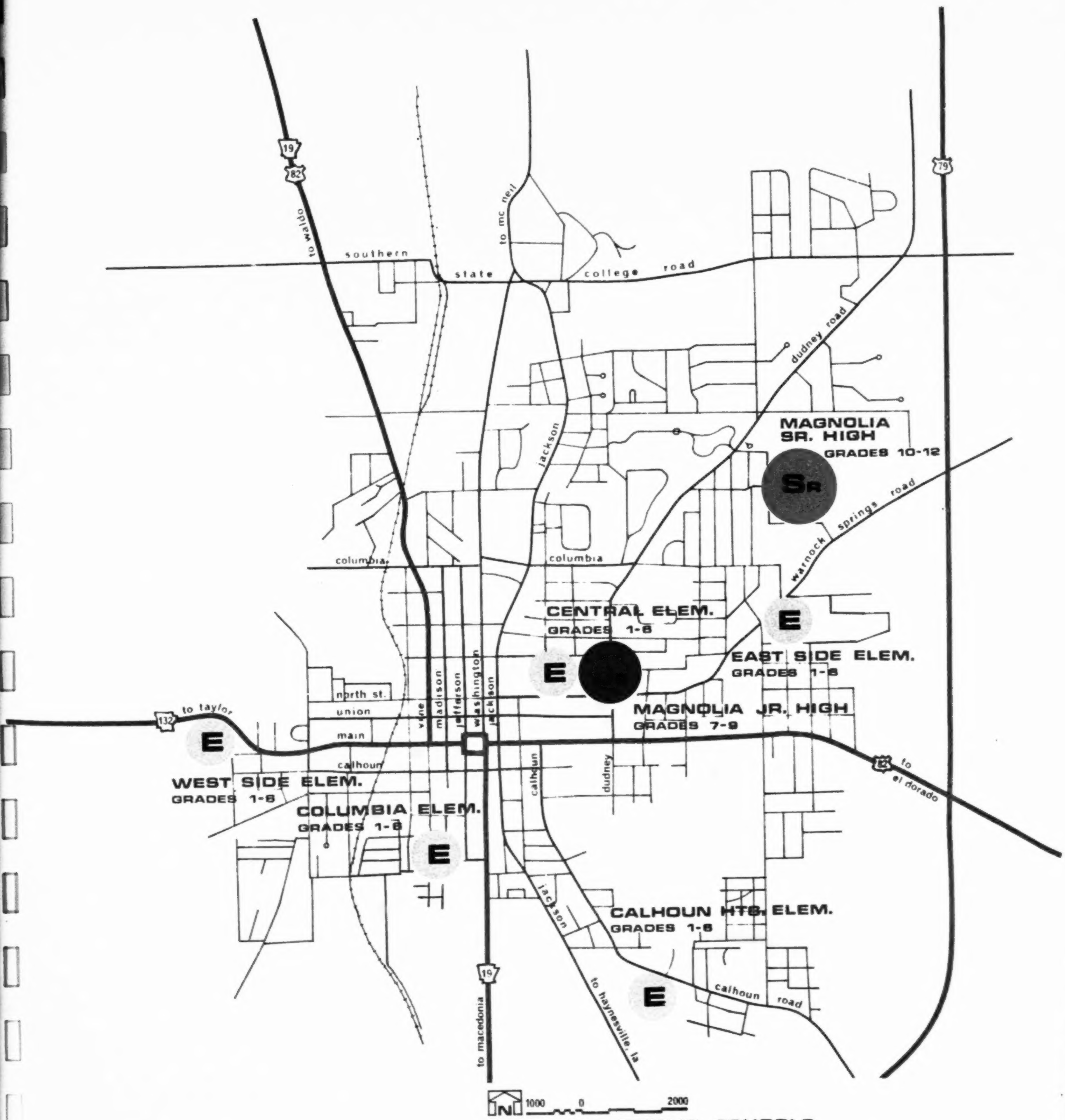
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MAGNOLIA PUBLIC SCHOOLS
EDUCATIONAL COMPLEX : PHASE 2
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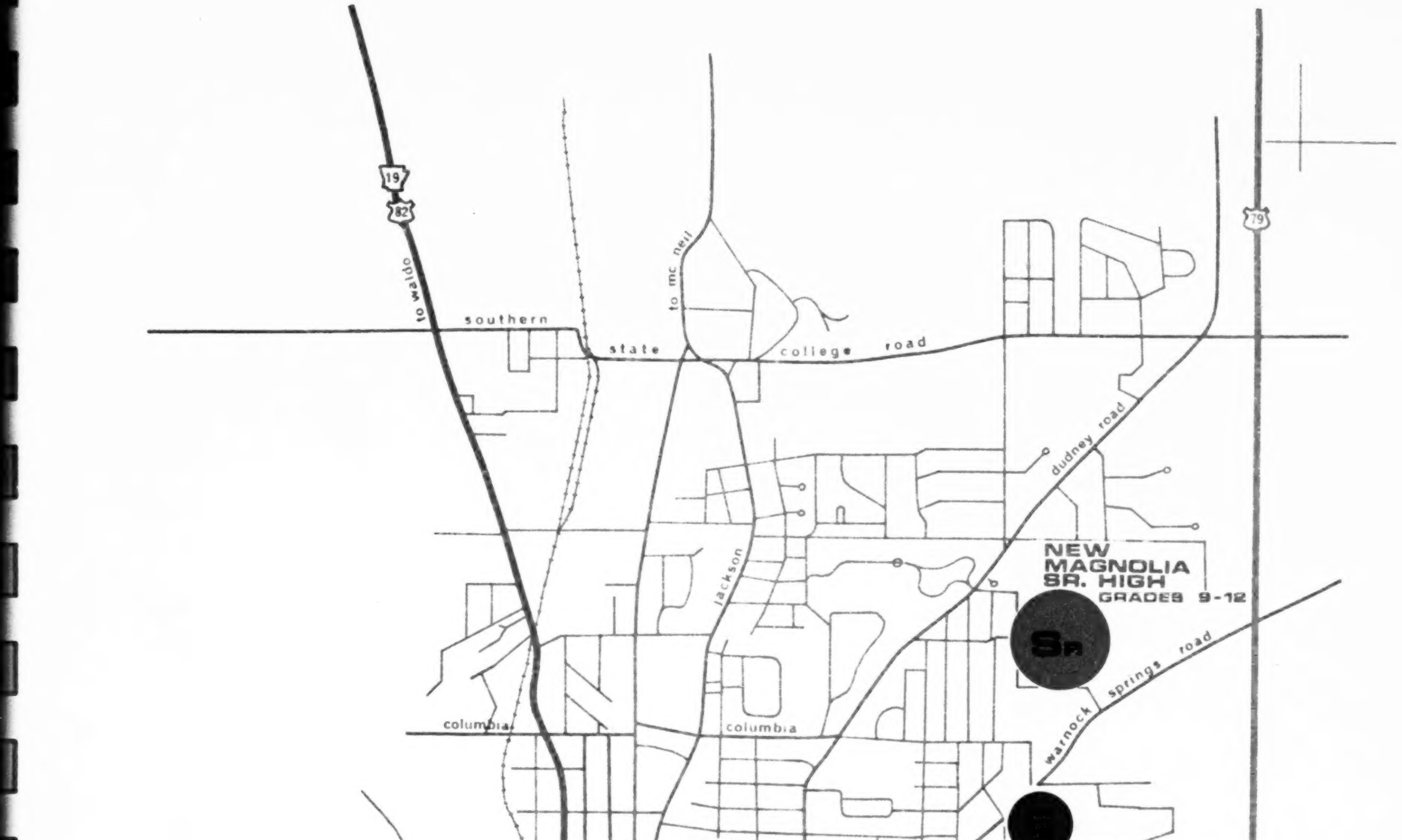
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MAGNOLIA PUBLIC SCHOOLS
EDUCATIONAL COMPLEX : PHASE 3
MAGNOLIA · ARKANSAS
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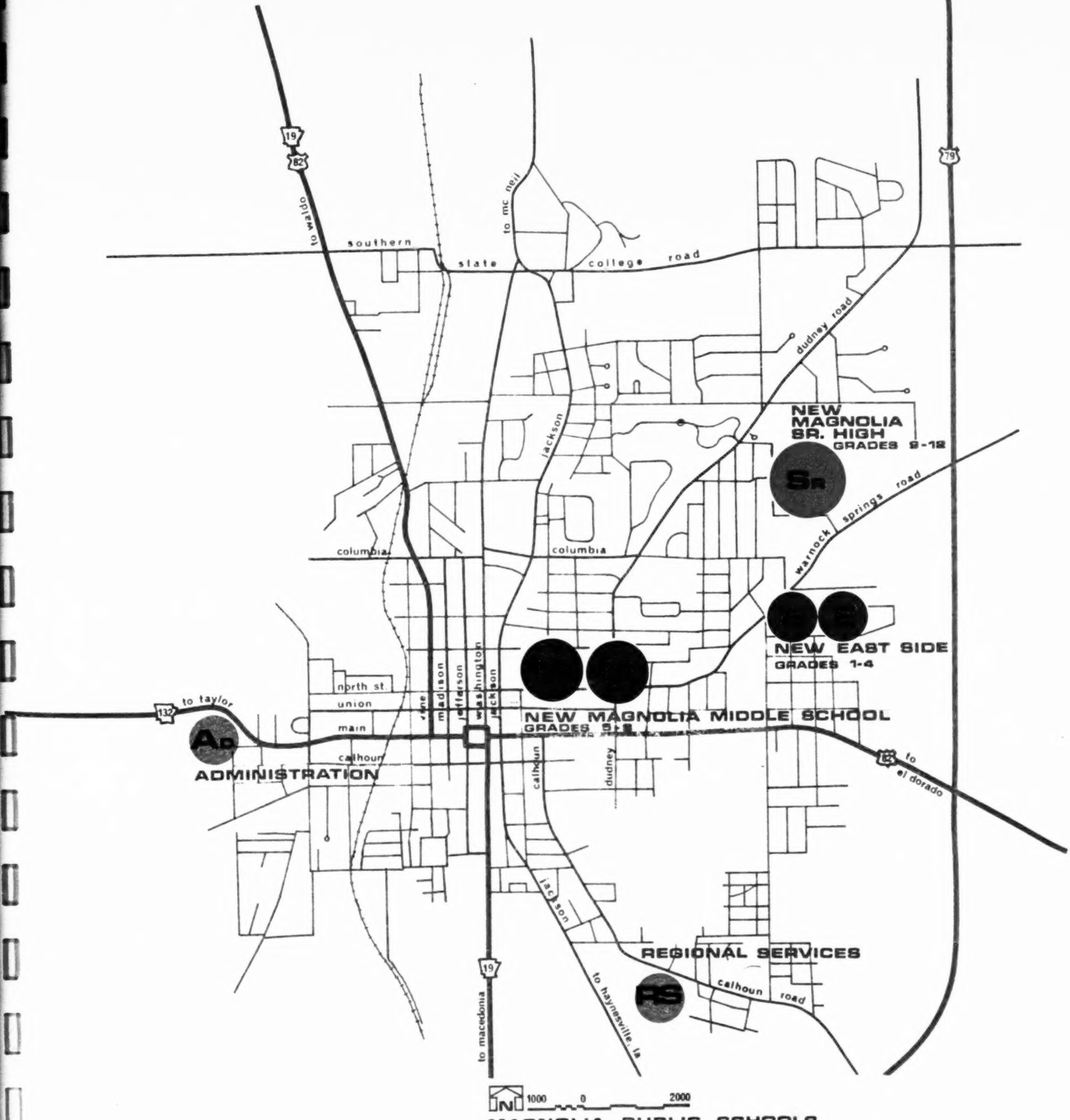
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MAGNOLIA PUBLIC SCHOOLS
EDUCATIONAL COMPLEX : PHASE 4
MAGNOLIA · ARKANSAS
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PROPOSED ORGANIZATIONAL STRUCTURE AND CURRICULUM

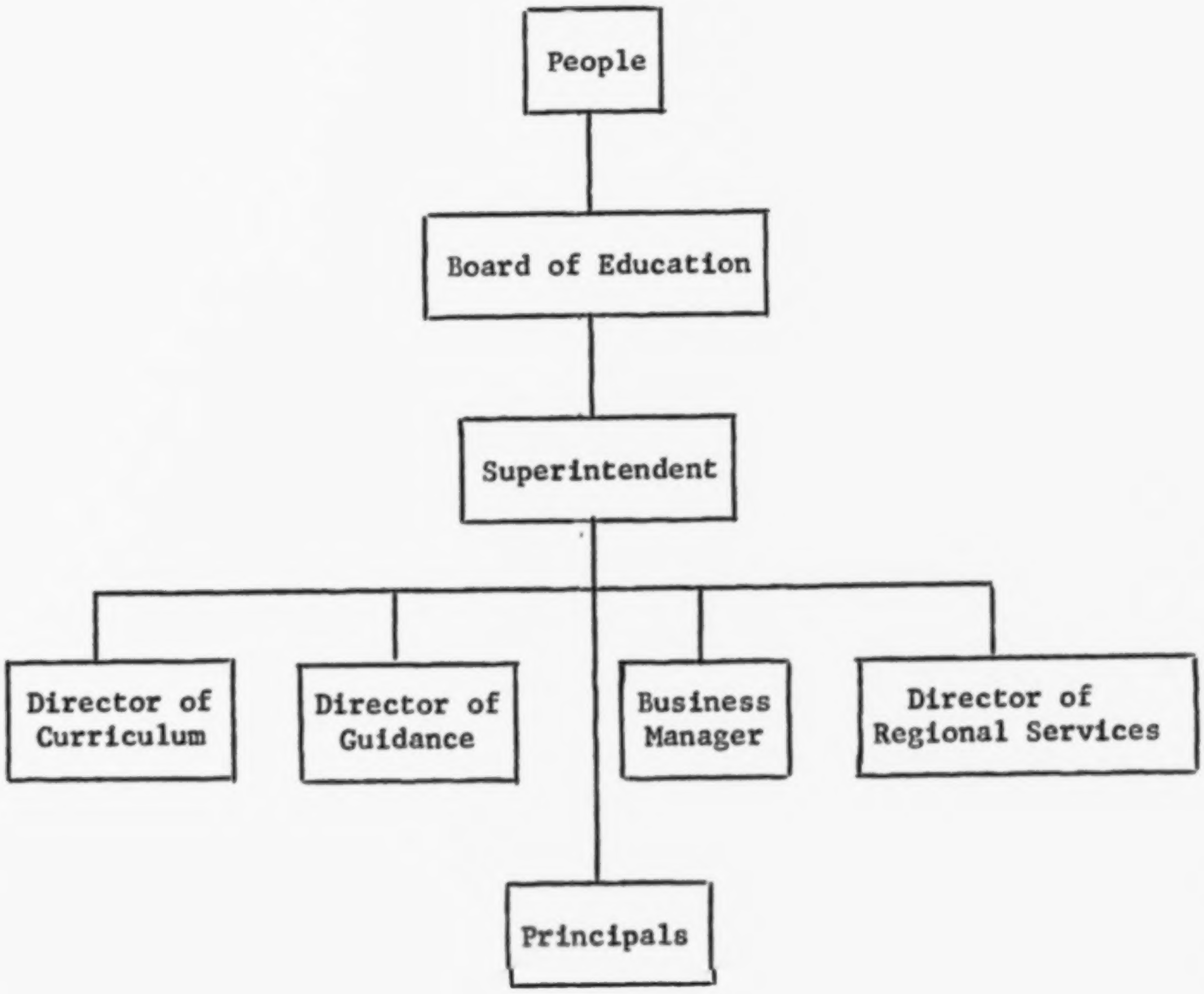
It was previously pointed out that it is proposed to change from a 6-3-3 organizational pattern to a 4-4-4 system. Changing the organizational pattern in no way assures that better education will occur. However, it is felt that the proposed organizational pattern will intiate a base from which the management system will be more efficient, which will allow more flexibility and experimentation in the instructional process, and which will allow a curriculum to be organized around the needs of the children and in accordance with children's developmental process.

Proposed Management System

The key to successful administration is free communication between those who govern and those who are governed. In the communication process, policies are developed and functions are carried out. Delegation of responsibility is the vehicle by which functions are performed, and the management system should strive for proper delegation, free communication, and effective coordination. Thus it is proposed that the administrative staff be provided an opportunity to participate in intensive group experiences to increase their interpersonal skills.

The management system should contain a sufficient number of personnel and the right kind of personnel to perform their functions. The personnel should understand policies and channels of communication. It is proposed that the Magnolia School District move as rapidly as feasible toward the following management organizational structure.

Table 53: PROPOSED CENTRAL MANAGEMENT ORGANIZATIONAL STRUCTURE


People
Board of Education
Superintendent
Director of Curriculum
Director of Guidance
Business Manager
Director of Regional Services
Principals

The number of people involved in administration will depend on the number of personnel, number of students, and availability of finances. The list at the end of this section shows the present personnel and suggested proposed central management personnel. The regional service personnel are not listed here as they will be outlined in a later section. However, it should be noted here that it is recommended that the school system employ one counselor for each ten teachers, and that future construction and renovation should provide space for such personnel.

In the recommended phase development of the educational complex, it should be noted that it is recommended that the management personnel be located in a building designed for that purpose. It was recommended that the present West Side Elementary building be used for this purpose. The appraisal of the space requirement by the school building expert indicated the feasibility of this recommendation. The present cafeteria in this building would provide space for a much needed warehouse facility.

Table 54: PRESENT AND PROPOSED CENTRAL ADMINISTRATION PERSONNEL

Present	Proposed
Superintendent	Superintendent
Director of Curriculum	Director of Curriculum
Director of Guidance	Director of Guidance
Coordinator of Music	Coordinator of Music
Director of Food Services and Transportation	Director of Food Services
5 Clerical Workers	Director of Transportation
	Elementary Supervisor
	Secondary Supervisor
	Director of Materials Center
	Attendance Officer
	Additional Clerical Workers
	Supervisor of Libraries

Proposed Instructional Strategies

The purpose of the instructional program is to effectively organize, present, and assess the learning experiences to allow maximum gain by the participants. There was no attempt made during the feasibility study to explore extensively any particular instructional method but rather effort was made to look at many possibilities that might be attempted to achieve our educational goals. From this study it was felt that flexibility was the key to meeting the needs of individual children. It is proposed that consideration be given to trying the following instructional alternatives and strategies:

1. Different class sizes including large groups, small groups, independent study, and individualized prescribed programs.
2. Different instructional strategies such as team teaching, non-graded classes, teaching machines, programmed materials, computer assisted instruction, individualized learning units, ability grouping, and television instruction.
3. Coordination of different kinds of personnel in the instructional program including professionally trained staff, paraprofessionals, and volunteer workers.

During the study it became obvious to the planning staff that the role of the teacher is changing from an information giving person to a diagnostician and resource person. To perform this role in an effective manner, it is proposed that a resource center be established in each building that would contain present library materials plus extensive supply of audio-visual materials, programmed materials, and individual learning units.

It appears that student enrollment may remain fairly constant in the foreseeable future. At present there are six special education classes at the elementary level. During the study the consultants felt that this number was far too few and special education classes were needed at all levels. Assuming that a conservative 5 percent and a liberal 10 percent of the children will need special education instruction, then between 11 and 22 special education classes are needed for the present enrollment. It is recommended that considerable attention be given to this segment of our student population. If this is done, the number of instructional personnel needed will obviously increase.

Proposed Curriculum Directions

The purpose of the curriculum is to provide those experiences which will fulfill the needs of the students and allow them to successfully complete normal developmental tasks as they mature toward adulthood. It was not the purpose of the feasibility study to consider a curriculum study in depth, but curriculum consultants were used and visitations to schools pointed out some possible curriculum directions to fit in with the recommended organizational pattern.

Early Childhood Curriculum Directions

The elementary schools have always been more effective in individualizing instruction than the secondary schools. However, additional efforts should be made to develop a continuous progress curriculum which will be suitable to the needs of the children. This is important because of the following pupil realities:

1. Children enter the first grade with a range of from three to four years in their readiness to profit from a "graded minimum essentials" concept of schooling.

2. This initial spread in abilities increases over the years so that it is approximately double this amount by the time children approach the end of the elementary school.
3. The achievement range among pupils begins to approximate the range in intellectual readiness to learn soon after first-grade children are exposed to reasonably normal school instruction.
4. Differing abilities, interests, and opportunities among children cause the range in certain specific attainments to surpass the range in general achievement.
5. Individual children's achievement patterns differ markedly from learning area to learning area.
6. By the time children reach the intermediate elementary grades, the range in intellectual readiness to learn and in most areas of achievement is as great as or greater than the number designating the grade level.

To individualize the instructional process will require experimentation by and reorientation of the staff. It is recommended that the following categories be explored and tried:

1. Saturate the learning environment by providing all possible resources to the teacher and students.
2. Allow the student to participate in the planning and selection of the learning materials that he is to use.
3. Provide enrichment and acceleration experiences for those students who can go beyond the minimal requirements.
4. Provide flexible grouping within the classroom. Frequent sub-grouping and regrouping should be tried to meet individual differences.
5. Develop individual learning units based on behavioral objectives and with appropriate assessment criteria.

Middle School Curriculum Directions

It is recommended that three broad curriculum areas be developed in the middle school. These areas are (1) the personal development and exploratory area, (2) skills of learning area, and (3) the organized knowledge area.

The personnel development area contains experiences in counseling and guidance activities and through extracurricular participation. Exploratory activities would include experiences in arts, crafts, music, physical education, dramatic arts, typing, industrial arts, homemaking, and occupational exploration.

The skills of learning area are designed to teach the student how to learn and to develop the learning skills of reading, listening, viewing, and problem solving. Experiences in learning centers, library usage and in skill development classes are curriculum activities in this area.

The organized knowledge area consists of the various subject matter areas including the sciences, language arts, social studies, and mathematics. It is suggested that about two-thirds of the curriculum be devoted to this area with the remaining one-third allocated to the other areas.

While the instructional pattern in the middle school (grades 5-8) might take several directions, consideration might be given to team teaching in the organized knowledge area with specialized teachers in the personal development and skills of learning areas.

Comprehensive High School Curriculum Direction

The high school should offer a comprehensive program of studies including courses for both breadth and depth in general education for all students, and in academic areas for college bound, and vocational areas for terminal students. To establish a guideline for quality offerings, it is suggested that the high school should offer three times the number of required units for graduation. Furthermore, these offerings should be well distributed over the major fields to include adequate electives (at least four elective courses in addition to any required ones) in English, social studies, foreign languages, fine arts, and vocational education. It has already been noted in this report that a recommendation has been made of expanding the vocational education programs.

The comprehensive high school should offer a program of supervised activities supplementing the academic program and to provide additional opportunities for meeting individual needs and developing desirable skills and attitudes. The school should have a student government and enough breadth and depth in the activities so that each student participates regularly in two interest activities weekly during the school day.

The secondary school program should be extended to provide each pupil an opportunity to have a profitable summer school program. The summer program should be of sufficient size to allow a student to accelerate and/or enrich his educational experiences.

To provide a quality program, emphasis should be placed on developing individualized prescribed instructional programs for each student. It is apparent that an adequate number of well prepared teachers and specialized personnel will be needed.

DEVELOPMENT OF REGIONAL SERVICES

During the feasibility study, many educational problems were identified for which solutions would require many services and programs not presently available. Many of these programs are expensive and require highly trained specialists. In a predominately rural area, the most feasible approach to providing these needed services is through regional cooperation among school districts in this area. The regional approach has already been started through a Title III, P. L. 89-10 project. It is recommended that this approach be continued and that the development of regional services follow the suggested pattern on the attached tables. A cooperative regional approach, providing students with many services and programs not presently available, can be made effective in the following ways:

1. Personnel operating out of regional and sub-centers can take services and programs to schools.
2. Students from schools can go to regional and sub-centers to receive certain services and programs.
3. Some programs and services can emanate out of the regional and sub-centers by means of technology, mobile facilities, and communication media.
4. Flexible scheduling would be encouraged and developed throughout the schools to allow intercourse of students and programs.

Table 33: PROPOSED REGIONAL SERVICES

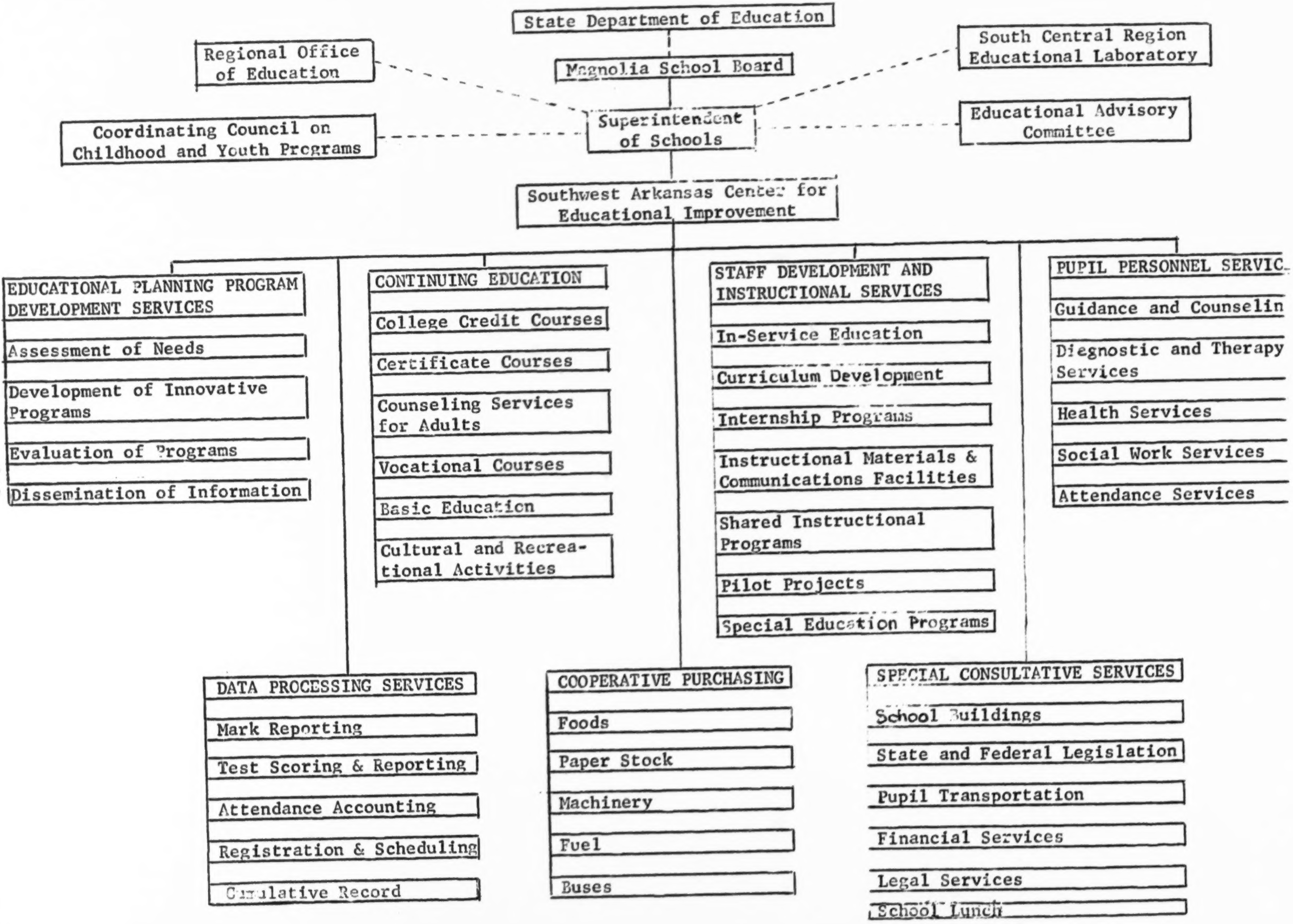
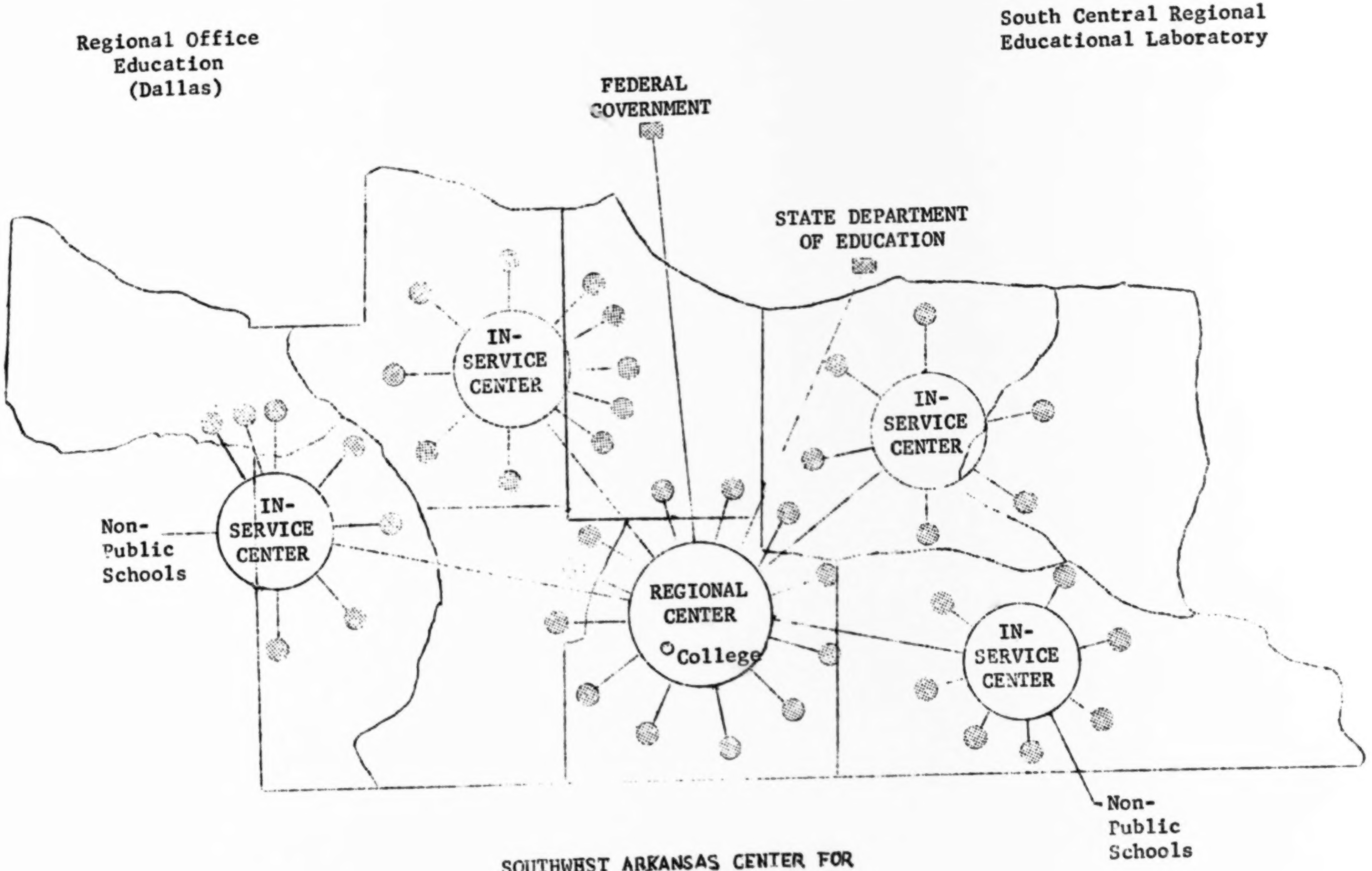

State Department of Education
Magnolia School Board
Regional Office of Education
South Central Region Educational Laboratory
Coordinating Council on Childhood and Youth Programs
Superintendent of Schools
Educational Advisory Committee
Southwest Arkansas Center for Educational Improvement
EDUCATIONAL PLANNING PROGRAM DEVELOPMENT SERVICES
Assessment of Needs
Development of Innovative Programs
Evaluation of Programs
Dissemination of Information
CONTINUING EDUCATION
College Credit Courses
Certificate Courses
Counseling Services for Adults
Vocational Courses
Basic Education
Cultural and Recreational Activities
STAFF DEVELOPMENT AND INSTRUCTIONAL SERVICES
In-Service Education
Curriculum Development
Internship Programs
Instructional Materials & Communications Facilities
Shared Instructional Programs
Pilot Projects
Special Education Programs
PUPIL PERSONNEL SERVIC
Guidance and Counselin
Diagnostic and Therapy Services
Health Services
Social Work Services
Attendance Services
DATA PROCESSING SERVICES
Mark Reporting
Test Scoring & Reporting
Attendance Accounting
Registration & Scheduling
Cumulative Record
COOPERATIVE PURCHASING
Foods
Paper Stock
Machinery
Fuel
Buses
SPECIAL CONSULTATIVE SERVICES
School Buildings
State and Federal Legislation
Pupil Transportation
Financial Services
Legal Services
School Lunch

Table 56: PROVIDING REGIONAL SERVICES


South Central Regional
Educational Laboratory
Regional Office
Education
(Dallas)
FEDERAL
GOVERNMENT
STATE DEPARTMENT
OF EDUCATION
IN-SERVICE CENTER
IN-SERVICE CENTER
IN-SERVICE CENTER
Non-Public Schools
REGIONAL CENTER
College
IN-SERVICE CENTER
Non-Public Schools

SOUTHWEST ARKANSAS CENTER FOR
EDUCATIONAL IMPROVEMENT AND
IN-SERVICE CENTERS

The Magnolia School District may be designated as a regional supplementary service center under the Arkansas State Educational Plan for Title III, P. L. 89-10. Thus, the school system should plan to provide space for the personnel involved in providing these services. It should be noted that it was recommended in the phase development of the educational complex that the present Calhoun Elementary School be converted to a regional service center. The appraisal of the space requirement by the school building expert indicated the feasibility of this recommendation. If this recommendation were adopted, it would allow the expansion of regional service personnel, services, and programs. The following list outlines the present special services personnel and suggests the potential personnel that will be involved in a regional service program.

Table 57: PRESENT AND PROPOSED SPECIAL SERVICES PERSONNEL

Present	Proposed
Director of Diagnostic Center	Director of Diagnostic Center
Psychologist	Psychologist
Counselor	Counselor
Speech Therapist	Speech Therapist
Speech Therapist	Speech Therapist
Social Worker	Social Worker
Social Worker	Social Worker
Education Specialist	Education Specialist
Education Specialist	Education Specialist
Nurse	Nurse
Pediatrician	Pediatrician

(Continued on next page)

Table 57 (Continued)

Present	Proposed
Business Manager	Business Manager
4 Secretaries	4 Secretaries
	Director of Regional Center
	Language Arts Specialist
	Math Specialist
	Science Specialist
	Reading Specialist
	Fine Arts Specialist
	Special Education Specialist
	Guidance Specialist
	Health Education Specialist
	Social Science Specialist
	Pre-school Specialist
	Education Development Specialist
	Home Community Development Specialist
	Evaluation Specialist
	Dissemination Specialist
	Media Specialist
	4 or 5 Secretaries

INVOLVEMENT OF OTHER COMMUNITY AGENCIES

For many years the educational system tended to isolate itself from other community agencies and community services. With the recent trends of desegregation, emphasis on the deprived, and federal government intervention to improve the quality of living, the schools have been drawn dramatically into the mainstream of American life. This trend is being felt in every city and rural community throughout the United States. Instead of viewing the school system as one of the many institutions in a community, the school system is now viewed as the central institution supported by other institutions which relate to it. The educational complex with regional services provides more opportunity for cooperative planning by various community agencies, colleges, and other governmental institutions. It gives a triggering device to begin plans for a total community which includes all of the educational service systems. Throughout the feasibility study, dialog with all possible groups was maintained. If the school system is to provide the educational program for all the people, every effort should be made to involve all facets of the community. Cooperative and coordinated efforts are essential. Because of the tremendous educational, economic, cultural, and recreational needs of the people in Southwest Arkansas, it is proposed that the Magnolia School System along with Southern State College supply the leadership to develop a regional service center for this section of the state. The center would coordinate the efforts of communities, various agencies, and service groups in developing the services and programs needed to provide a high quality of living for our people. The purpose of such a center would be:

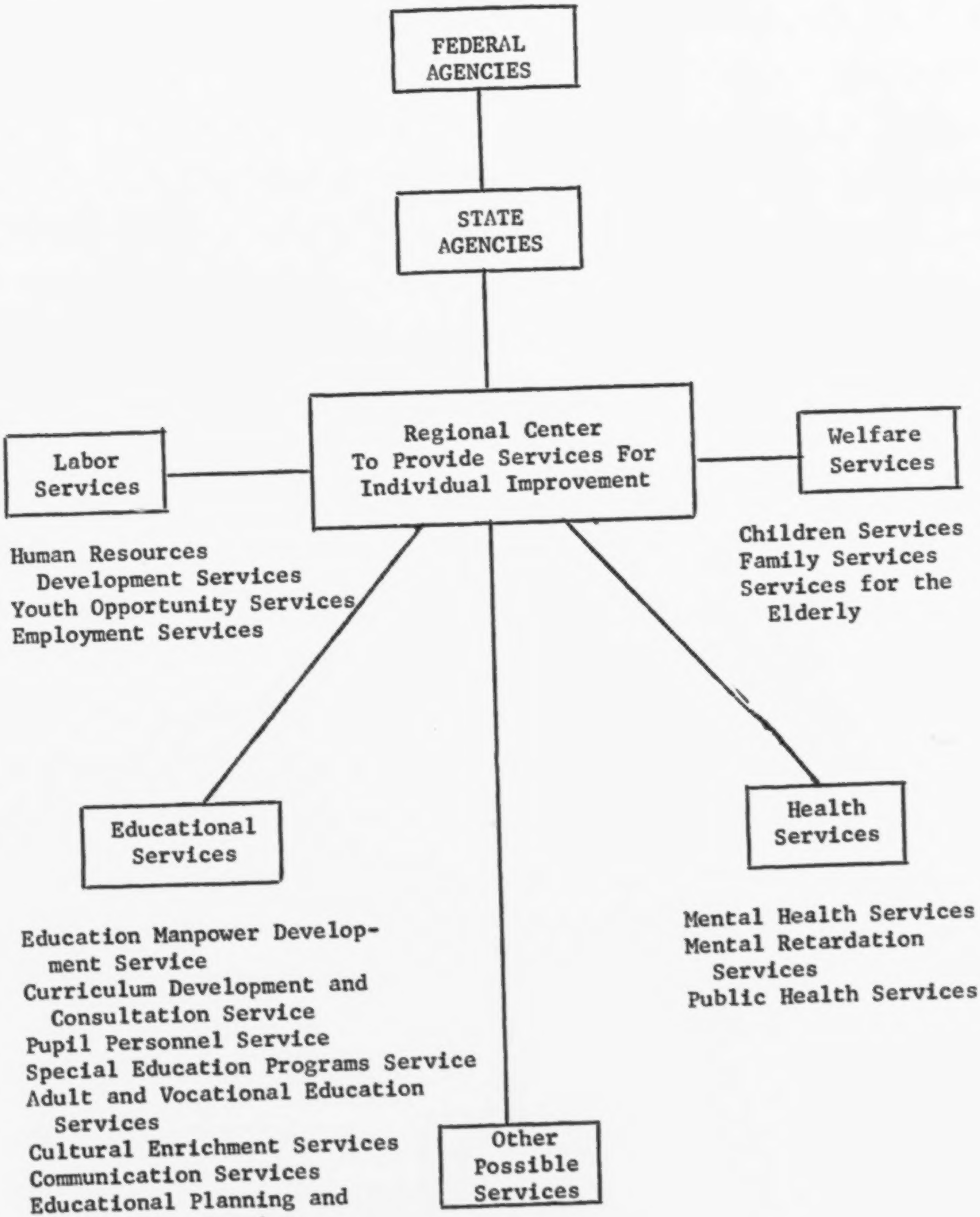
1. To generate a cooperative and coordinated effort in providing basic

education, health, economic, recreation, and welfare services to the people of Southwest Arkansas;

2. To initiate a cooperative and coordinated approach among the service agencies in the use of personnel and facilities;
3. To develop programs for the training of personnel needed in providing services to people;
4. To provide consultative assistance to individual communities in inaugurating service programs;
5. To explore and conduct evaluation and research activities related to the services of the participating groups; and
6. To disseminate information concerning available services, effective practices, and programs.

Only a limited amount of time was devoted to studying the strategies for developing comprehensive regional services, but the following charts present some suggestions concerning the needed programs and services and a possible organizational structure. These suggestions might provide a basis for germination of future dialog and study.

Table 58: PROPOSED REGIONAL COMPLEX OF SERVICES FOR INDIVIDUAL IMPROVEMENT


FEDERAL AGENCIES
STATE AGENCIES
Regional Center To Provide Services For Individual Improvement
Labor Services
Welfare Services
Educational Services
Health Services
Other Possible Services

Human Resources Development Services
Youth Opportunity Services
Employment Services

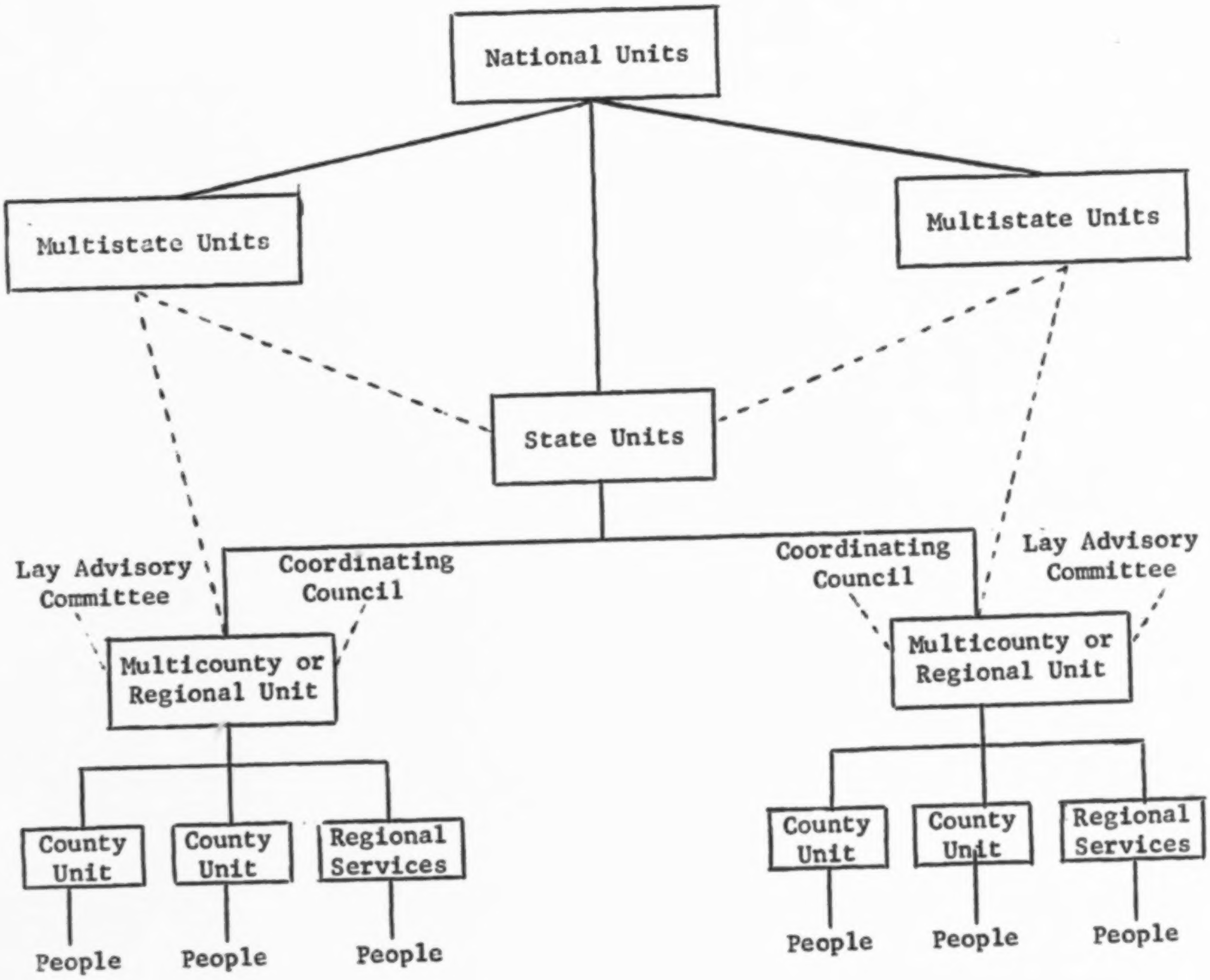
Children Services
Family Services
Services for the Elderly

Education Manpower Development Service
Curriculum Development and Consultation Service
Pupil Personnel Service
Special Education Programs Service
Adult and Vocational Education Services
Cultural Enrichment Services
Communication Services
Educational Planning and Evaluation Services
Rehabilitation Services
Data Processing Services
Educational Technology Services

Mental Health Services
Mental Retardation Services
Public Health Services

Veterans Services
Civil Defense Services
Social Security Services
Parole and Probation Services
Housing and Urban Development Services
Economic Opportunity Development Services
Recreational Services

Table 59: POSSIBLE ORGANIZATIONAL STRUCTURE FOR REGIONAL COMPLEX


National Units
Multistate Units
Multistate Units
State Units
Lay Advisory Committee
Coordinating Council
Coordinating Council
Lay Advisory Committee
Multicounty or Regional Unit
Multicounty or Regional Unit
County Unit
County Unit
Regional Services
County Unit
County Unit
Regional Services
People
People
People
People
People
People

______ Solid lines show flow of responsibility.

------- Broken lines show flow of coordination.

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East Orange, N. J. Board of Education, Press release: Thursday, November 12. East Orange, N. J. 1964. 4 p.

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